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ABSTRACT

This report presents a summary and evaluation of the 8-day "Springboards to Learning" Institute, designed for involvement of both educator and community participants in a mutual effort to increase familiarity with and achieve competencies in the effective implementation of career education within the local schools and community. (Over 179 educators, community leaders, parent leaders, and student leaders were involved in the institute.) Purposes of the institute, evaluation plan, staff, participants, facilities, description of sessions, and evaluation of the institute are discussed in separate sections. (Sources of evaluation data obtained were from participant performance on cognitive test items based on institute objectives, participant postsession reactions, participant program evaluation, products, postinstitute critique for staff members, daily observer log, and staff debriefing sessions.) Evaluation of each day's session accompanies descriptions of daily objectives and activities (77 pages). Evaluation results presented indicate that the majority of participants felt that their understanding of all knowledge areas listed was greatly increased as a result of participation in the institute. (TA)

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FINAL REPORT OF
SPRINGBOARDS TO LEARNING
CAREER GUIDANCE INSTITUTE
AUGUST 18 - 27, 1976

Submitted to the

National Office of the

National Alliance of Businessmen

BEST COPY AVAILABLE

Prepared by

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Consultant

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Center for Career Development
Mesa Public Schools
September, 1976

Dr. George N. Smith
Superintendent

Dr. Carolyn Raymond
Director

OEO11 3554

PREFACE

This document is the evaluation report of a "Springboards to Learning" Career Guidance Institute which was conducted in Mesa, Arizona, August 18 - 27, 1976.

While the major purpose of this report is to present an assessment of the effectiveness of the institute, it is hoped that it also will assist facilitators of similar institutes that may be conducted in the future.

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I. INTRODUCTION

This report presents a summary and an evaluation of an eight day institute entitled "Springboards to Learning" which was conducted in Mesa, Arizona, August 18-27, 1976. The institute was designed for involvement of both educator and community participants in a mutual effort to increase familiarity with and achieve competencies in the effective implementation of career education within the local schools and community.

The institute, under the direction of Dr. Carolyn Raymond, was a highly structured training program built around desired participant competencies and an active participation mode. Over 179 educators, community leaders, parent leaders, and student leaders were involved in the institute. Another 4,200 students were involved in follow-up activities of the institute through field trips and various classroom experiences in September. The institute was cooperatively financed through three sources: National Alliance of Businessmen, Arizona State Department of Education--Career Education Division, and the Mesa Public Schools. The successful completion of the institute is evidence as to how three organizations with similar interests can cooperatively work together to bring about their desired outcomes. Members of the Mesa Public Schools Career Education

Business and Industry Council were also extremely supportive in the institute in obtaining community resources for the institute and as participant leaders.

The instructional approach to the institute was based upon the following principles of effective training activities:

- Designed as objective based instruction which allows focus, preassessment, and evaluation to determine effectiveness of training activities.
- Modeling of effective instructional procedures by the trainers.
- Built around a set of single concepts and knowledge areas with opportunities for participants to interact with the knowledge or skill.
- Allowing time for participants to establish how they will use the new learning and implement it in their setting.
- Incorporation into the training program of learning principles such as: revealing objectives, promoting perceived purpose, providing appropriate practice, feedback, and insuring active participant involvement.
- Designed around a multi-media, multi-disciplinary approach, with a variety of instructional methodologies and grouping strategies.

The following sections of this report present: the purposes of the institute, evaluation plan, staff, participants, facilities, description of sessions, and evaluation of the institute.

II. PURPOSES OF THE INSTITUTE

The "Springboards to Learning" institute, as mentioned, was a highly structured program. It had four major purposes for its educator participants:

Focus One: Increased knowledge of career development concepts; including such concepts as:

- factors affecting career choice
- psychology of work and workers
- different meanings of success
- competition and cooperation
- lifestyle factors
- subject relevancy
- interpersonal relations
- interdependancy of workers
- career planning and decision making

Focus Two: Increased knowledge of the world of work and worker environement through:

- site visitations
- sites identification
- interaction with community, parent and student leaders
- community leader presentations

Focus Three: Increased knowledge of effective utilization of community resources through such tools as:

- bused field trips
- walking field trips
- video taped field trips
- media resources
- career speakers
- career seminars
- vehicle tours
- telelectures

Focus Four: Planning and study time of various programs, materials, and other resources. Participants were each responsible for preparing the following products:

- Six lessons or action plans
- Map of industrial site identification for resources within walking distance of their school
- Career Speaker Curriculum Planning Form for the year
- Three requests for career speakers for the year (minimum)
- One request for a telelecture during the year
- One student work exposure plan for implementation in September
- Two requests for field trips of up to 50 students to be conducted in September (sponsored by NAB)
- Miniproposal request for use of $24.00 in resources (sponsored by NAB)
- School plans regarding implementation of career education for the year

The general goals of the institute were:

1. To increase support from business, education, labor and other community leaders for improving career education delivery systems at the local level.

2. To upgrade existing career education programs so that teachers, counselors and administrators will have the knowledge, skills and attitudes necessary to assist economically disadvantaged students in making realistic goals.

3. To assist educators and employers to become more aware of the need to match school system educational requirements with employer job requirements.

4. To assist educators to correlate school system preparation requirements and curriculum with student career interests.

5. To expand the role of the classroom teacher in providing career education activities to students.

6. To establish regular, working relationships between local top level business persons, educators and other community leaders through a C.G.I. subcommittee of the N.A.B. Advisory Board, which will include local educational leaders.

7. To develop new program models that can be replicated in other localities where business and education leaders are working together to improve career education programs.

8. To identify the necessary logistical and operational procedures to allow students increased opportunities to use the community as a learning laboratory.

9. To increase decision-makers' understanding of and commitment toward the need for sound career education programs.

10. To increase educators' knowledge of current information about the types of careers available in the local labor market, and to prepare them to work with students in setting viable career goals.

The Final Objectives of the Institute were:

1. Participants will describe their expectations regarding the training program.

2. Participants will list several internal and external factors which could influence one's career choice.

3. Participants will identify several reasons why people work.

4. Participants will distinguish between personal satisfaction and dissatisfaction resulting from work.

5. Participants will describe several ways community resources can be utilized by the schools to increase the relevancy of the curriculum.

6. Participants will demonstrate an increased understanding of the fact that success can be achieved in many different ways and an increased understanding of their own personal interpretation of success.

7. Participants will describe several ways the concept of success can be handled in the classroom.

8. Participants will complete an on-site interview with one or more workers to ascertain why they work, what makes them feel successful, what their tasks are, and the satisfiers and dissatisfiers of their jobs.

9. Participants will develop two lesson plans which teach the concepts of "success" and "the value of work" that are appropriate for use in their own classrooms.

10. Participants will describe personal, social, and economic aspects of their own lifestyles and how these affect their occupations and vice-versa, if they do.

11. Participants will state why it is important for students to look at lifestyles while making tentative career choices and identify ways this idea can be delivered to students.

12. Participants will describe several advantages to formal observation tools and structured interviews to make observations of workers more meaningful.

13. Participants will list common factors of success and lifestyle of those careers observed.

14. Participants will write a suggested lesson to assist students in increasing their awareness of the significant relationship between career and lifestyle.

15. Participants will develop a group list of questions for guest speakers.

16. Participants will identify formal learning experiences and relate them to everyday work activities.

17. Participants will write a suggested lesson to assist students in increasing their awareness of the significant relationship between the school curriculum and specific career requirements.

18. Participants will describe workers tasks and environments within several career clusters.

19. Participants will describe similarities and differences of workers across career clusters.

20. Participants will select two types of work exposure field trip sites which they wish their students to explore, plan the work exposure experiences and schedule them for the month of September.

21. Participants will identify several specific media resources appropriate for increasing career awareness with their own students.

22. Participants will specify at least three major factors that should be considered and incorporated in planning and conducting an effective field trip.

23. Participants will identify three ways cooperation and competition play a part in their own occupational situations.

24. Participants will develop observation and interview tools which will assist students in observing and interviewing workers regarding the concepts of cooperation and competition.

25. Participants will write two lesson plans for teaching the concepts of competitition and cooperation and interdependence of workers to their students.

26. Participants will distinguish between certain education/community programs such as career exposure career exploration and adult/parent shadowing.

27. Participants will describe several advantages of using telelecture in the classroom situation.

28. Participants will prepare a telelecture request for use of telelecture with their own students.

29. Participants will describe several ways guest speakers can be used to enhance the relevancy of the curriculum.

30. Participants will describe at least one way they can help students in their classrooms understand the relationship between decision-making and career planning.

31. Participants will prepare a list of questions appropriate for a career seminar.

32. Participants will describe several advantages of conducting career seminars for their students.

33. Participants will develop written plans for using career speakers in their classrooms.

34. Participants will prepare a map of individual field sites near their schools which can be utilized during the year.

35. Participants will identify several advantages of a career vehicle tour.

36. Participants will identify several factors which should be considered in planning an effective telelecture.

37. Participants will complete a mini-proposal request form for use of $24.00 for a substitute (to be used by September 17th), instructional materials, supplies or duplication.

38. Participants will outline a plan for implementation of career education in their own schools.

III. EVALUATION PLAN

Evaluation of the eight day institute was extensive. The sources of evaluation data obtained were as follows:

1. Participant Performance on Cognitive Test Items Based upon Institute Objectives

   This criterion-referenced instrument included eight test items based upon the participant objectives of the institute. Two forms of the instrument were used as a means of reducing the number of questions to which each participant was asked to respond. The pretest was administered early in the morning of the first day of the institute, before instruction on the objectives of the institute had begun. The same instrument, again in two forms, was administered at the end of the eighth day of the institute. Both forms of this instrument have been included in Appendix A.

2. Participant Post Session Reactions

   Participant attitudes toward each day's instructional activities were obtained. These instruments varied slightly from day to day to respond to variations in activities, but in general participants were asked such things as how involved they were, how important they considered the sessions to be, and what they liked best and least. Copies of the eight daily Post Session Reaction instruments have been presented in Appendix B.

3. Participant Post Program Evaluation

   Participant attitudes toward the entire institute were obtained on the eighth day. Two different forms of the instrument were used, one form for the educator participants who had been involved in the entire program and a second, shorter form for the "guest" participants who had been involved in only certain phases of the institute. Both forms consisted, primarily, of open-ended sentences which participants were asked to complete, and, in addition, contained a section requesting a self-evaluation of growth in institute learnings. As a part of both forms, demographic data were obtained for all participants, Each of these two instruments may be examined in Appendix B.

4. Products

Participants were required to complete a number of products during the institute. A list of these product requirements may be examined in Appendix B.

5. Post Institute Critique for Staff Members

After the institute was completed, staff members were asked to respond to a post-institute questionnaire which requested their evaluation of such aspects of the institute as environmental conditions, organization and perceived outcomes. This document has been reproduced in Appendix B.

6. Daily Observer Log

One individual was given the responsibility of serving as an observer to log all observed concerns with the activities. Questions and suggestions which arose with regard to how the institute might be improved were recorded daily. (See Appendix B)

7. Staff Debriefing Sessions

After the participants left each day, staff members met to discuss and critique the effectiveness of the day's sessions. The staff member responsible for evaluation kept a record of these sessions and she has reported the major suggestions in the evaluation section of this report.

NOTE

The following sections of this report present a description of the staff, participants, facilities and program. For ease of reading, part of the evaluation of the program is included with each phase of the program description. The remainder of the evaluation is presented in the final chapter of the report.

IV. STAFF

An experienced staff for the institute was readily available within the Mesa Public Schools' Career Education and Staff Development areas.

Staff, under the direction of Dr. Carolyn Raymond (Project Director), met early in June to design the intended outcomes and activities of the institute. The institute staff provided a balanced team of various competencies in an attempt to bring about the most effective institute possible for the participants. The staff worked as a team in both the planning and implementation of the institute.

The following is a list of the institute staff:

Instructional Staff

Ms. Hope Mitchell, Staff Development Specialist
Ms. Bev Potter, Career Education Specialist
Ms. Barbara Randall, Career Education Specialist
Dr. Carolyn Raymond, Director, Career Education and Staff Development

Community Resource Coordination Staff

Ms. Maxine Johnson, Community Resource Service Coordinator
Ms. Arlene Leach, Community Resource Service Secretary

Logistical Staff

Mrs. Sherry Jandreau, Staff Development Specialist
Mrs. Cynthia Schafer, Resource Secretary

Secretarial Staff

Mrs. Jeannette Metheny, Director's Secretary
Mrs. Doris Long, Clerk Typist
Miss Paula Salmons, Clerk Typist

Evaluation Staff

Dr. Ronda Moffit, Staff Development Consultant

Financial Arrangements Staff

Mrs. Opal Shoemaker, Coordinator, Special Finance
Mrs. Maxine Stearns, Special Finance Bookkeeper

Institute Advisor

Mr. Bob Stewart, Chairman
Mesa Career Education-Business-Industry Council

A brief description of the institute's instructional and evaluation staff follows:

Hope Mitchell

Ms. Mitchell has been a Staff Development Specialist with the Mesa Center for Career Development for the past four years. She has conducted numerous workshops for teachers in career concepts as related to classroom subjects and activities. Ms. Mitchell has also demonstrated teaching techniques in the use of media as well as in effective verbal and nonverbal communication.

Bev Potter

Ms. Potter has been with career education since its conception in Mesa. She has developed curricula for career education and has served as an evaluation specialist. She has assisted and directed many training activities for teachers and community members.

Barbara Randall

Ms. Randall has had three years' experience as a career education consultant in the northwest Phoenix and Glendale, Arizona, areas. Since 1971 she also has conducted

numerous workshops for teachers and principals in the area of improvement of instruction. Nearing completion of a doctorate in education in the field of curriculum and instruction, she also has had considerable experience in the design of curriculum materials and in-service modules, with several currently in print.

Carolyn Raymond

Dr. Raymond currently is the Director of the Center for Career Development and District Staff Development Director for the Mesa Public Schools. Her major District efforts the past five years have been in the areas of curriculum development and evaluation as well as in developing staff training programs for District personnel. Her areas of expertise, besides those of product development and staff development, include evaluation and experimental design. In addition, her doctorate is in the area of counseling psychology. Dr. Raymond's interest in product development began with her three years' developing staff training products for SWRL (Southwest Regional Laboratory).

Ronda Moffit

Dr. Moffit, who is currently serving as a consultant for staff development with the Mesa Public Schools, is especially skilled in the areas of educational research, evaluation and curriculum design. Prior to her present appointment with the Mesa Schools she assisted in an evaluation study of an

E.S.E.A. Title III project; and her major activity in her present position has been the writing of competency-based staff training programs for the Mesa Schools.

V. PARTICIPANTS

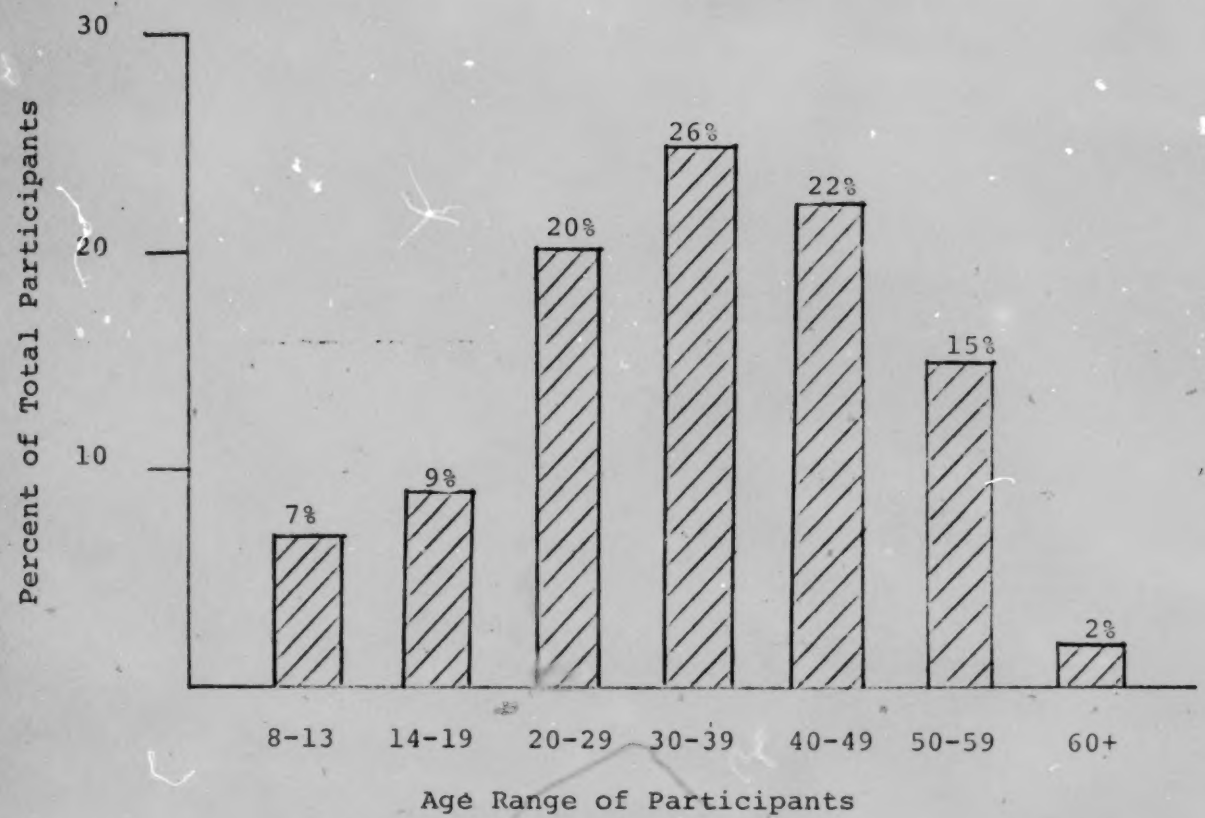
One hundred and seventy-nine individuals participated in the institute's instructional activities.* These participants included teachers, business representatives, parents, students, principals, and many other community leaders. Educators who participated represented twenty-seven of the schools within the Mesa Public School District.

Non-Mesa educators represented four additional educational institutions. Community leaders represented over 60 businesses and industries in the Mesa and greater Phoenix area. A total listing of all participants may be found in Appendix D.

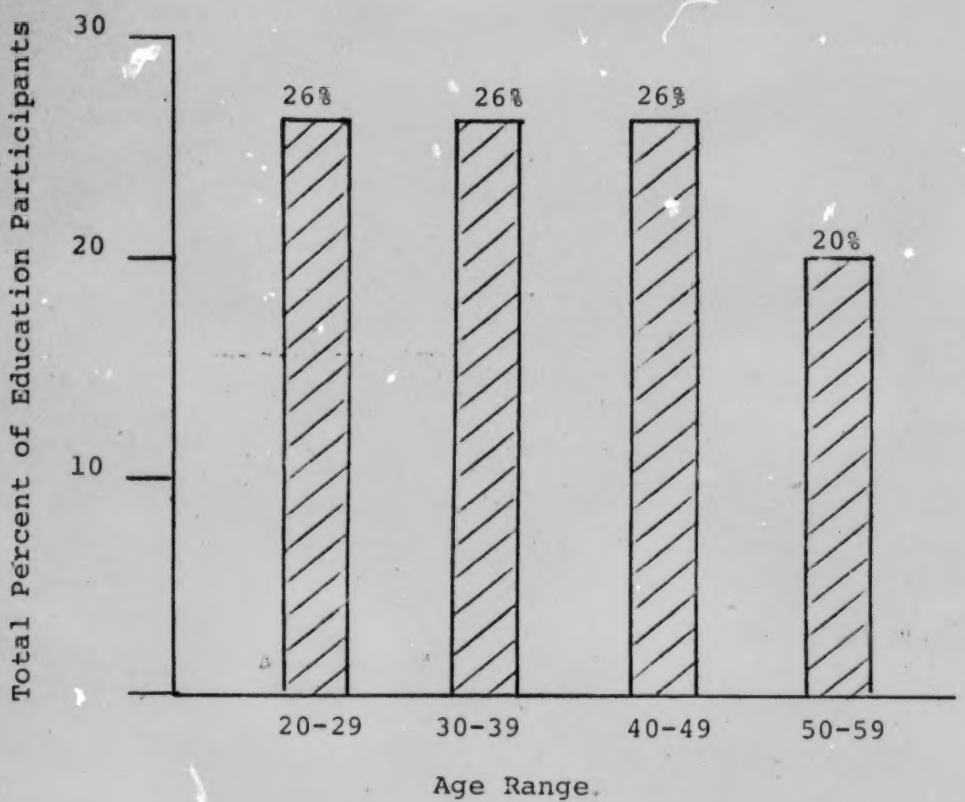
The following are descriptive data on the participants:

1. The age of all the participants ranged from eight years old to over 60 years old. The largest age range grouping was in the 30-39 year old bracket (26%). A break down of participants in certain age ranges can be illustrated as follows:

*For purposes of NAB funding level, the FTE of participants was 121. This divided by the approximate cost of this institute $11,188.00 is an average cost of $92.46 per FTE participant.

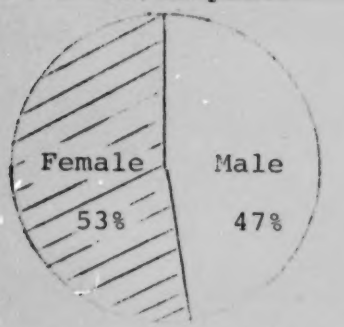

30
20
10
Percent of Total Participants
7%
9%
20%
26%
22%
15%
2%
8-13
14-19
20-29
30-39
40-49
50-59
60+
Age Range of Participants

2. When examining educator participants only, there appeared, most interestingly, to be somewhat of an even balance in age brackets as depicted below:

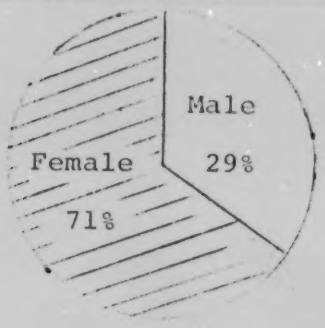


3. The sex breakdown of all the participants was fairly equal with females 53% and males 57%. However, when the educator participants are looked at by themselves, the group was predominantly female (71%).

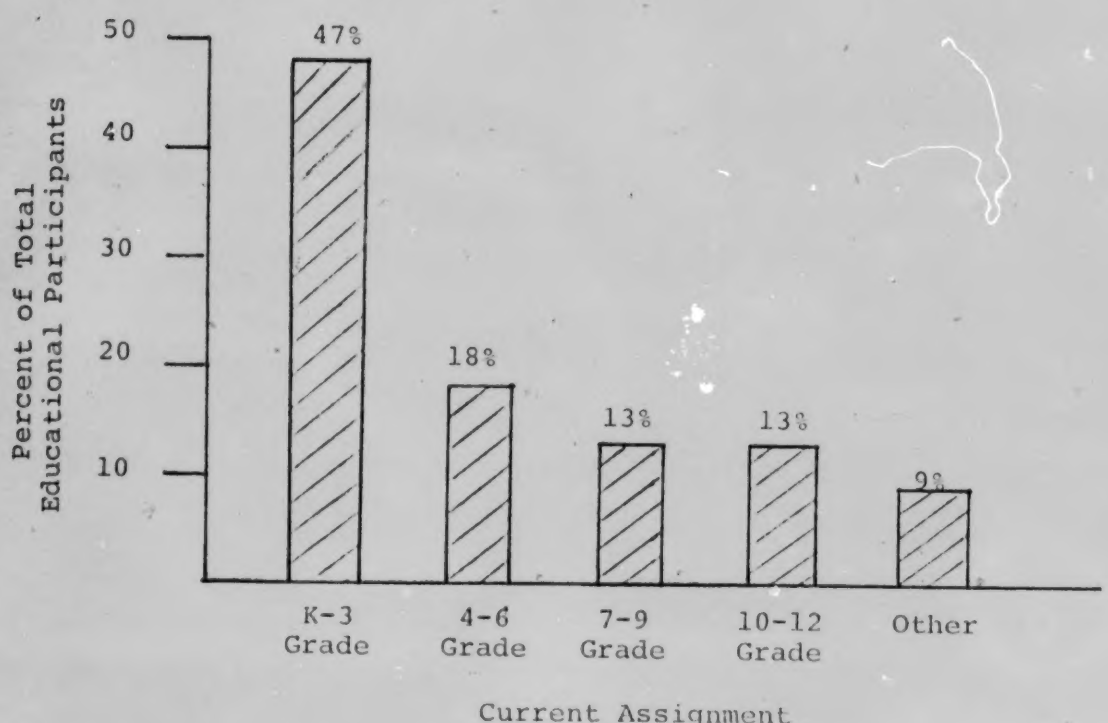
All Participants



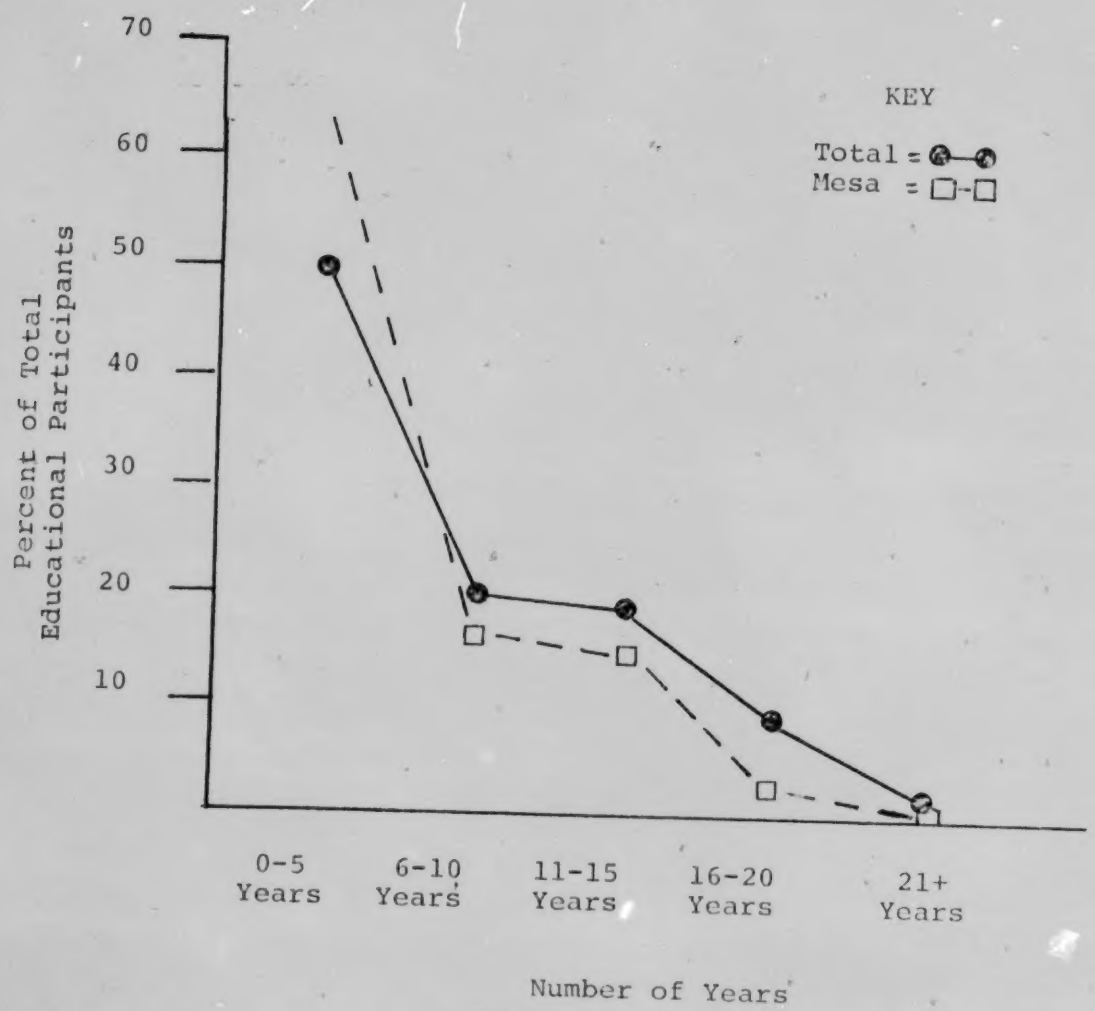
Educator Participants



4. The majority of the educational participants were teachers at the elementary grade level -- 65%, with the largest part of the group being in the kindergarten through third grade bracket. The following graph illustrates the various representations of educational participants with respect to current assignment.

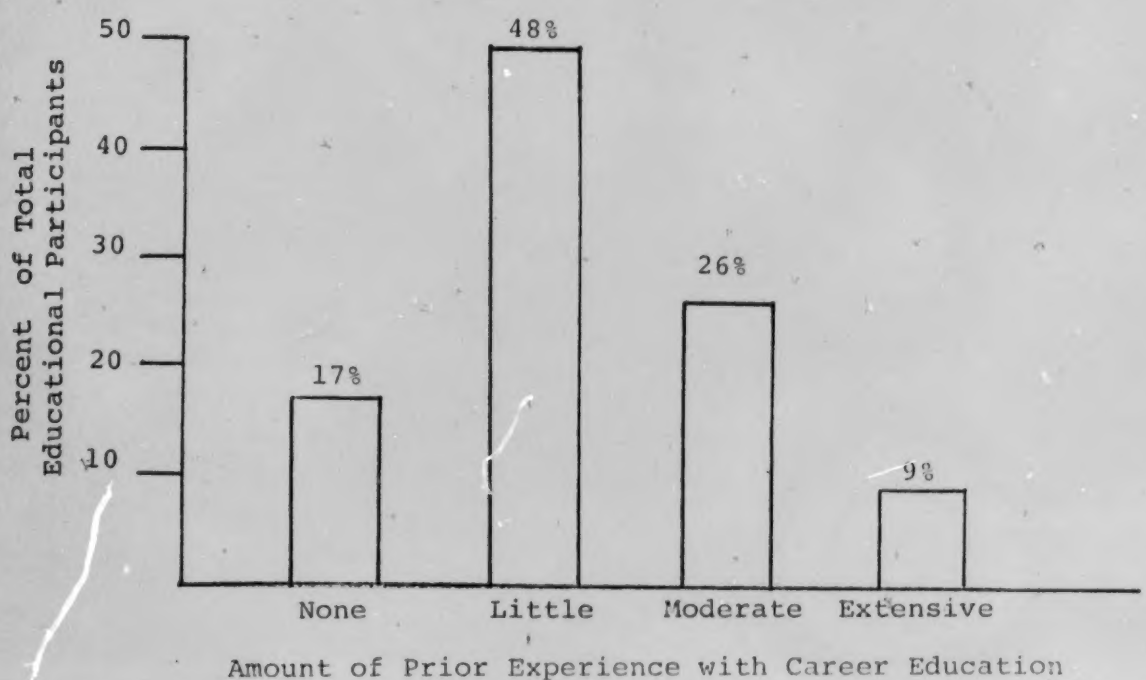


5. The majority of the teachers (50%) were in their first five years of teaching experience, while over 67% of the teachers were in their first five years of teaching in the Mesa Public Schools. The chart below depicts total number of years teaching experience of the educational participants by year grouping as well as number of years in the Mesa system.



6. Over 54% of the teacher participants had master's degrees while the remaining individuals (46%) had bachelor's degrees or bachelor's degree plus some hours towards their master's degree.

7. Educational participants were asked to rate their previous experience with career education prior to the workshop. The majority of the participants (65%) indicated either little or no experience. Twenty-six percent of the individuals indicated moderate prior involvement with career education, while 9% indicated extensive experience. This information is graphically illustrated below.



VI. INSTITUTE FACILITIES

Powell Junior High School was selected as the institute site because of its being an easily accessible school with an aesthetic and functional campus as well as one which lent itself to the multi-instructional strategies employed within the institute.

The on-campus institute sessions were conducted in three areas of the campus, with large group activities scheduled in the cafeteria and smaller instructional activities occuring in the media center and in one of the school's instructional "pods" (i.e., a building which allowed for a number of moderate-sized groups to meet simultaneously in close but separate proximity). The "extended campus" provided by the numerous business sites also could be considered part of the workshop facilities.

All on-campus facilities allowed for flexible groupings with movable chairs and tables.

EVALUATION OF INSTITUTE FACILITIES:

On the whole, the facilities seemed to meet the needs of the institute. There were, however, two conditions which presented problems from time to time within the cafeteria.

One of these problems was attributable to the existence of numerous sky-light windows which could not be covered for light reduction. As a result, less than optimal viewing conditions existed for films, overhead projection, and slide-tape presentations. The other problem was less detrimental but noticeable at times. Because of the large number of participants gathered together for the cafeteria sessions, a public address system might have been desirable as evidenced by feedback from several participants which indicated that they occasionally had difficulty hearing all that was said.

Aside from the two problems mentioned above, however, the facilities apparently were satisfactory to all involved.

VII. PROGRAM DESCRIPTION AND SESSION EVALUATIONS

The following section presents a description of the sessions which were conducted during the eight day institute. An agenda of the entire institute may be found in Appendix C. Each session description will include the objectives and the activities which occurred, and an evaluation of each day's sessions will accompany these descriptions. Where session identification numbers are followed by a lower case "a" or "b" (e.g. DAY ONE - SESSION TWO-a), two separate and different sessions were conducted simultaneously and consequently, each session is reported. Sessions that were not different but were conducted simultaneously for more than one group have not been reported separately.

DAY ONE / SESSION ONE: "Factors affecting Career Choice - Springboards Icebreaker" (Including general welcome and orientation)

OBJECTIVES:

Participants will describe their expectations regarding the training program.

Participants will list several internal and external factors which could influence one's career choice.

SESSION DESCRIPTION:

The project director introduced the morning's activities and some of the staff who would be working with the participants throughout the institute. The project director then introduced and served as facilitator for the first activities.

Participants were divided into small groups of seven to eight participants each. The facilitator pointed out to participants that there are both internal and external factors that can influence one's career choice. She then gave some examples of both types of factors and started them on a "get-acquainted" activity in which they were to discuss among their group members "internal and external factors which influenced their career choice." Participants were given an opportunity to share some of these factors aloud with the whole group.

The facilitator used these participant responses as a point of departure to suggest that many of us make our career choices with little if any career information and that perhaps we need to concentrate upon ways we can help our students gain appropriate information as a base for their career decisions.

The facilitator had all participants introduce themselves within their small groups; then she asked each participant to take a piece of paper and spend a few moments writing

down "what you hope and expect to gain from participation in this institute." After they completed their tasks, the facilitator asked that they hold their lists until the last day of the institute.

Finally, the goals and specific requirements of the institute were explained to the participants, and a staff member administered the institute's cognitive pre-assessment instrument to all participants.

DAY ONE / SESSION TWO-a: "Why Work"

OBJECTIVES:

Participants will identify several reasons why people work.

Participants will distinguish between personal satisfaction and dissatisfaction resulting from work.

SESSION DESCRIPTION:

The facilitator introduced the session by stating that every participant undoubtedly has her/his own unique reason for working but that it might be beneficial to take a look at some reasons others might have for why they work.

The facilitator then showed a slide-tape presentation entitled "Why Work" which examined different reasons people can have for working. Following the slide-tape presentation, she led the whole group in a discussion of how some cultures are not money-oriented in their approach to work and that, indeed, not all members of our own culture consider money their main concern. Participants were asked

if they could think of any other reasons for working that had not yet been brought out in either the slide-tape presentation or the discussion. The facilitator summarized the participant responses and asked them to begin thinking of ways they might encourage their students to consider these varied reasons for why people work.

The facilitator told a brief story to illustrate the point that, for most people, work must have "satisfiers" other than money to be rewarding. She used this story as an introduction to the film, "Leo Bauerman" and, as the film began, asked participants to look for Leo's reasons for working. The film, which depicts some of the hardships of survival of a very determined, physically handicapped man, was shown next.

After the film, the facilitator led a group discussion based upon the reasons for working that were suggested by the film and the concepts of satisfaction and dissatisfaction with regard to one's work.

The facilitator handed out a "Personal Inventory" form dealing with their own job satisfactions and dissatisfactions (see Appendix E) which she asked participants to fill out during the workshop.

Next the facilitator showed transparencies of examples of job satisfiers and dissatisfiers, and discussed them briefly. Participants then were directed to work within

small groups (the table arrangements were such that they were already grouped for this activity) to make a group list of what they considered job satisfiers and dissatisfiers. They were allowed ten minutes for this activity, and then each small group shared its list with the other participants.

The session was concluded with the facilitator's handing out a form entitled "Student Satisfactions" (see Appendix E) and asking participants to take it with them so that throughout the remainder of the institute they could use it to jot down ideas about their students' satisfiers and dissatisfiers.

DAY ONE / SESSION TWO-b: Orientation to Career Education
"Getting It Together"

OBJECTIVES:

Participants will describe several ways community resources can be utilized by the schools to increase the relevancy of the curriculum.

SESSION DESCRIPTION:

While the teacher participants were involved in the "Why Work" session, community participants attended a session designed to orient them to career education. The participants had been greeted initially with a separate, but essentially the same, "Springboards Icebreaker" session prior to this phase of the program. (See Day One/Session One)

The project director conducted the session and began it with an introduction of the film, "Getting It Together." She explained to the participants that it was being shown to "orient them to how community resources are being used in career education and to solicit their participation in our career education program." Next she indicated to them that a "good career education program requires the cooperative efforts of business, government, labor, parents, students, and the educational community."

An explanation was given of the extent to which career education is currently developed in the Mesa community and the local career education program was outlined.

It was pointed out to participants that they can help "their schools, their children, the community at large, and their own businesses by participating in career education."

The project director returned to her introduction of the film about to be seen by conveying to participants that the film "portrays how several communities throughout the country have defined career education," and that it does so through a series of "real situations as they actually occurred both in the classroom and out in the community."

The film was shown. Then the session was concluded with a brief question and comment period which focused on such topics as "Would your life have been different had you been involved in a career education program?" and "Does your business, or businesses you know, have people whose job performance is poor because they are in the wrong career?"

Before participants left, they were oriented briefly to the next session to follow on the topic of "success," and they were directed to the cafeteria where all participants were to gather for the "Success" session.

DAY ONE / SESSION THREE: "Success - What Does It Mean?"

OBJECTIVES:

Participants will demonstrate an increased understanding of the fact that success can be achieved in many different ways and an increased understanding of their own, personal interpretation of success.

Participants will describe several ways the concept of success can be handled in the classroom.

SESSION DESCRIPTION:

Since this was the first session that brought both teacher and community participants together as one large group, the project director spent a few moments in introducing the two groups to each other and in filling in all participants on the activities of those who had not been with them.

The project director then introduced Dr. George Smith, Superintendent of Mesa Public Schools, who then addressed the participants briefly.

Dr. Smith's presentation was followed by the project director's giving participants a quick overview of events and activities planned for them throughout the institute. She then introduced Mr. Bob Bartlett, Metro Director from the National Alliance of Businessmen, who spoke for a few minutes.

The project director next gave participants a capsule history of career education in Arizona in general, as well as in Mesa. She then introduced the final guest speaker for this session, Dr. John Komar, Career Education Specialist with the State Department of Education. After Dr. Komar's address, the project director introduced the facilitator for the remaining portion of the session.

Participants were divided into small groups on the basis of their individual schools, with one group for each school represented. The facilitator distributed a handout worksheet, "What Is Success" (see Appendix E), to all participants as a panel of business persons, parents, students and educators (two each) was formed at tables arranged in the front of the room.

The facilitator introduced the panelists and introduced the session by telling participants that they would be considering the question "What Is Success" with the help of the panel members. The facilitator next directed the participants'attention to the handout which had been given them as they were seated and suggested that they use it to record the ideas generated by panelists and participants as to the meaning of success, how success is achieved and how we might teach the concept of success to our students.

The facilitator asked the panel members to respond individually to the question, "What is your personal definition of success?" When all panelists had responded, participants were invited to contribute their own ideas in response to the question that had been asked of the panelists, and, in addition, to comment as to whether or not all of the definitions had been essentially the same.

Next panel members were asked four other questions about success:

> "How do you feel you achieve success?
> What are some successes you have had?
> How do you help someone achieve success?
> How would you teach the concept to someone else?"

With each question, the panelists were invited to give any responses they wished first, and then the participants were called upon to share their ideas. Throughout this question and response period, the facilitator assisted

participants and panelists in comparing, contrasting, and summarizing the ideas that were being generated.

Druing the next phase of the session, the facilitator gave each participant a copy of the handout, "Action Plan Ideas for Implementation" (See Appendix E), and asked participants to work together within their small groups to devise a plan of implementation for teaching the concept of success within their own schools. The session was concluded with a brief facilitator summary of the ideas that had been examined.

DAY ONE / SESSION FOUR: Site Exploration of Work Psychology Concepts.

OBJECTIVES:

Participants will complete an on-site interview with one or more workers to ascertain why they work, what makes them feel successful, what their tasks are, and the satisfiers and dissatisfiers of their jobs.

SESSION DESCRIPTION:

Participants gathered in one large group in the cafeteria for preparation for the afternoon's on-site field trips. The facilitator divided participants into four groups and assigned one of four different sites to each of them. The sites were The Arizona Republic/Gazette, Eller Outdoor Advertising, KTAR-Television, and Dayton-Hudson Data Processing. One staff member for each of the four groups was introduced to serve as guide and group leader for that tour, and participants were given information about

where and when to board the busses. Finally, the facilitator distributed to all participants a handout entitled, "Observation/Interview Record (See Appendix E), and explained how they were to use it at the site to interview one or more workers about their reasons for working, their ideas about success, their job tasks, and the satisfiers and dissatisfiers of their job.

Participants were then dismissed for the site exploration field trips; and all participants were bussed to their respective group sites, were given guided tours of the sites, allowed the opportunity for interviewing workers and, finally, were bussed back to Powell School. Their return to the school marked the conclusion of this session as well as the conclusion of the first day's activities.

EVALUATION OF DAY ONE SESSIONS:*

Examination of the Post Session Reactions (see Appendix B) for day one showed predominantly positive reactions. Responses made to the first item on this instrument have been indicated in the table provided which follows:

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*Evaluations reported in this chapter shall consist solely of reports of data obtained from daily Post Session Reaction forms completed by participants. Evaluation of the extent to which instructional objectives were accomplished as well as summary evaluations of daily and total institute participant reaction forms have been presented in Chapter VII of this report.

Percentage of Participants Responding Favorably and Unfavorably to Four Aspects of the Sessions on Success and Why Work

The information presented on the concepts of work and success (was (was not) already known.	Was	Was Not
	77%	23%
The information seemed to have (little) (a great deal of) future importance of value.	Little	Great Deal
	27%	73%
The information seemed (applicable) (not applicable) to an instructional situation.	Applicable	Not Applicable
	88%	12%
The activities (were) (were not) interesting and motivating.	Were	Were Not
	81%	19%

It should be pointed out that although a high percentage of participants indicated that the information presented about work and success was already known to them, similarly high percentages of participants indicated that the information was of great future importance, was applicable to an instructional situation, and was interesting and motivating.

Items five and six of the Post Session Reaction instrument for day one were positive, but to a lesser extent

than the responses to item one. These two items and the mean ranks indicated by participant responses are shown below:

Item	Mean Rank of Involvement on a Nine Point Scale*
During the presentation sessions I was	5.8
During the field trip I was	6.8

* A rank of 1 indicated least involvement and a rank of 9 indicated greatest involvement.

All other items on the Post Session Reaction instrument for day one were free response items which permitted participants the opportunity to write short answer responses as desired. In general these responses were favorable, with comments such as those quoted below being typical:

> "Well planned - changing activities did stimulate interest."
>
> "Generally well-organized. The instructions about procedures were complete and clear. The agenda looks interesting and stimulating."
>
> "The day passed very quickly for me."

DAY TWO / SESSION ONE: Introduction to the Second Day's Activities and Lesson Preparation/ Action Plan.

OBJECTIVES:

Participants will develop two lesson plans which teach the concepts of "success" and "the value of work" that are appropriate for use in their own classrooms.

SESSION DESCRIPTION:

This session was taught simultaneously to four separate groups of participants in one large instructional "pod" at Powell School. Participants were grouped by grade level categories, with one group for participants involved with K-3 students, one group for those involved with 4-6 students, one group for those involved with junior high students, and one group for those involved with senior high students. Instructional activities for all groups were essentially the same, but smaller groupings were deemed appropriate so that specific examples and illustrations could be made more pertinent to each grade level. The following description, then, will be indicative of what occurred in each of the small groups.

The session began with the facilitator's greeting the participants and telling them that the day would begin with their completion of a brief form for "feedback" on the first day's activities. The staff member in charge of evaluation of the institute elaborated briefly about

why such feedback was desired, how it would be used, and what other evaluation would occur daily throughout the institute. She distributed the "Post Session Reaction" form for Day One (see Appendix B), and participants spent five minutes in responding to the items on the instrument.

The faciliator introduced the main activities of the session by telling participants that they would spend the morning on completion of some of the first product requirements of the institute. She told them that they would be expected to write six lesson plans during the institute and that they would complete the first two of these in this session. She explained that as they completed their lesson plans they should be submitted to her for critique, that they would then be returned to them for their revisions and that, finally, the revised products would be typed and bound along with the lesson plans designed by other participants, then returned to them for their use in their own schools.

The facilitator distributed copies of the "Lesson/Action Plan Development" form (see Appendix F), to all participants and went over the form with them, explaining how it was to be used as a guide for all of the lessons they were to develop throughout the institute.

Two "Lesson Forms" (see Appendix F), were given to each

participant, and the facilitator gave instructions about how the forms should be used. Next participants were shown a transparency of a sample lesson on the concept of success (see Appendix F), and given a handout of the same sample lesson to use as a guide in designing their own lessons. The facilitator pointed out the major characteristics of the sample lesson and stressed the key points participants should remember in designing their own plans.

Participants were given the opportunity for asking questions about their lesson design assignment, and then they were directed to start work. They were allowed thirty minutes to work on their plans and then stopped and advised that they would be given more time for completion of them later during the institute.

The facilitator told participants that they would return to the cafeteria shortly for the next session of the day and that there they would find sign-up sheets for the all-day work exposure activity scheduled for the fourth day of the institute. She explained what the work exposure activity would involve and why it was necessary for them to select in advance the sites they wished to visit.

Participants were dismissed and directed to the cafeteria for the next session.

DAY TWO / SESSION TWO: "The Way We Live"
The Concept of Lifestyle

OBJECTIVES:

Participants will describe personal, social, and economic aspects of their own lifestyles and how these affect their occupations and vice-versa, if they do.

Participants will state why it is important for students to look at lifestyles while making tentative career choices and identify ways this idea can be delivered to students.

SESSION DESCRIPTION:

The facilitator started the session by introducing the concept of lifestyle and asking participants to think about what things one should consider in making a career choice. She then asked them to divide themselves into either pairs or groups of three and spend a few minutes discussing how satisfied they felt about their career choices. As they paired themselves for the discussion, she displayed and read aloud a transparency which stated:

> As you reflect on your occupational choice, does it satisfy the things you want from life? If yes, how? If no, why not?

Participants were allowed several minutes for this discussion while the facilitator moved among them to encourage and stimulate the discussion.

The facilitator stopped the discussion and pointed out that in most cases our careers give us some kinds of satisfactions but that the potential for satisfaction with one's career and its concomitant lifestyle is

greatest if we have some information in advance. She stressed that it is important for us to help our students become aware of and learn to distinguish between personal, internal lifestyle factors and social and economic external lifestyle factors which can be expected to accompany different types of careers.

The facilitator reminded participants of the satisfiers and dissatisfiers they had considered in an earlier session. She then asked of all participants, "What kinds of personal lifestyle characteristics do you look for?" A few minutes were allowed for their responses. Then the facilitator displayed two transparencies, one entitled "Internal Lifestyle Factors" and the other "External Lifestyle Factors" (see Appendix F), and discussed some of the examples on the transparencies.

A film entitled, "The Way We Live," was introduced by the facilitator. She told participants that it would deal with three different lifestyles and that as they watched the film they should consider two questions. A transparency of the questions was displayed (see Appendix F), as they were read aloud.

> How were the lifestyles similar or different?
>
> What aspects of each lifestyle seemed appealing or not appealing?

The film was shown to participants; and after it ended, the questions they had been asked to consider as they viewed the film were discussed.

The facilitator then asked participants to work within small groups, with the participants seated at each table forming a group, to discuss several questions. She displayed a transparency of the first question (see Appendix F), as she read it aloud and asked them to begin discussing it. The question was:

> What lifestyle would you like to lead, and how does your paid occupational role fit into it?

Participants were given several minutes to discuss the first question. Then the facilitator stopped them, displayed a transparency of the next question (see Appendix F), read it aloud, and asked them to begin discussing it in their groups. This question was:

> What are the important things that you value outside of your paid occupational experience?

Participants were asked to stop their discussion after several minutes and then given the next question. A transparency (see Appendix F) of the question was displayed as the facilitator read it aloud and asked participants to begin their discussion. This question was:

> How does your occupation affect these important things you have just identified?

Participants were stopped in their discussion after several minutes and given the next question. A transparency (see Appendix F) was displayed as it was read aloud, and participants were invited to begin their discussion. The question was:

If you were now 18 years old (or were advising an 18 year old), what factors would you take into consideration as you made an occupational choice?

The facilitator summarized the points considered in the questions that had been asked and discussed and then directed participants to consider one final question within their groups. That question was "Why is it important for students to look at lifestyles, and how can we deliver information and concepts about lifestyle to the students in our classrooms?"

Participants were allowed five minutes for this final discussion. The facilitator then stopped them and invited the individual groups to share their major ideas with the entire group. After a few minutes of their responses, the facilitator summarized the major points of the session and then dismissed participants for a break.

DAY TWO / SESSION THREE: Walking Trip - Investigating Worker Lifestyle and Success Attitudes

OBJECTIVES:

Participants will describe several advantages to formal observation tools and structured interviews to make observations of workers more meaningful.

Participants will list common factors of success and lifestyle of those careers observed.

If you were now 18 years old (or were advising an 18 year old), what factors would you take into consideration as you made an occupational choice?

The facilitator summarized the points considered in the questions that had been asked and discussed and then directed participants to consider one final question within their groups. That question was "Why is it important for students to look at lifestyles, and how can we deliver information and concepts about lifestyle to the students in our classrooms?"

Participants were allowed five minutes for this final discussion. The facilitator then stopped them and invited the individual groups to share their major ideas with the entire group. After a few minutes of their responses, the facilitator summarized the major points of the session and then dismissed participants for a break.

DAY TWO / SESSION THREE: Walking Trip - Investigating Worker Lifestyle and Success Attitudes

OBJECTIVES:

Participants will describe several advantages to formal observation tools and structured interviews to make observations of workers more meaningful.

Participants will list common factors of success and lifestyle of those careers observed.

were told that they could use their interview forms in any sequence or combination as long as they tried out all of them at some time.

Participants were dismissed for the walking trip and followed their directed paths and tasks through to the conclusion of the trip and the conclusion of this session.

DAY TWO / SESSION FOUR: Lesson Preparation/Action Plan

OBJECTIVE:

Participants will write a suggested lesson to assist students in increasing their awareness of the significant relationship between career and lifestyle.

SESSION DESCRIPTION:

This session was planned and designed as a work session in which participants could continue writing their assigned lesson plans. They had been told earlier in the day of this session's purpose and, thus, came in ready to start work immediately. Since little time had been provided in the morning lesson-preparation session for actual writing (most of the initial lesson-preparation session was devoted to instruction on how to design the lessons), participants had just barely begun their lessons on success and the value of work. Therefore, this session provided time for those two just assigned lesson plans as well as time for designing a lesson on lifestyles.

Since all lesson plan products had been clearly explained in the morning session, the facilitator gave group instruction only as needed to answer specific problems that arose as participants worked on their assignments. For example, at one point several participants indicated they were experiencing confusion over how to teach the concept of success. The facilitator then asked for the attention of the entire group and elaborated as to the importance of our incorporating these concepts into the regular subject matter rather than attempting to teach them as isolated concepts. Some discussion followed until all participants appeared to have a clearer understanding of how to write their lessons and, thus, began work again.

Participants continued working independently, with assistance from the facilitator as needed, until the time allotted for this session had passed.

DAY TWO / SESSION FIVE: Designing Questions for Guest Speakers

OBJECTIVE:

Participants will develop a group list of questions for guest speakers.

SESSION DESCRIPTION:

Participants gathered in two large groups in the instructional pod with group division based upon whether the

participants worked with secondary or elementary students. One facilitator directed each group. The account which follows describes what took place with both groups, separately, during the session.

The facilitator explained the purpose of the session to the participants by telling them that they would decide upon meaningful questions to ask guest speakers in advance so that they could be assured that their questions would really be appropriate and let them know more about the worker in the time span allotted.

The facilitator reminded participants that several concepts had been referred to repeatedly throughout the institute's first two days. She pointed out to them that these concepts, such as "success," "the value of work," and"lifestyles," are of crucial importance in helping our students learn about careers, and that they must keep them in mind constantly.

The facilitator then told participants that they were to spend some time in brainstorming questions for use with the resource speakers who would be meeting with them the next day. She checked to make certain that everyone in the group understood what was meant by the term "brainstorming"; and after receiving responses which indicated that they did, she reminded them of several considerations they should attend to in order to brainstorm effectively.

Participants then were told the names of the resource speakers who would be visiting them, and they were given information about the businesses which these speakers represented. The participants were directed to keep this information in mind and begin brainstorming a list of questions they might ask of the speakers the next day.

The participants became actively involved in the brainstorming activity and suggested numerous relevant questions, such as:

> How has your job changed your lifestyle?
> What is success in your particular job?
> What factors influenced you to choose your particular job?
> What are your likes and dislikes on your job?
> Why are you working?
> What qualifications are needed for your job?
> How does your job affect your family?

After the participants had generated a lengthy list of questions for the speakers, the facilitator stopped them and commended them on the appropriateness of their ideas. Then she told them that it was important that they attempt to bring about interaction with the speakers rather then merely let the speakers speak to them. She also elaborated upon how they were to follow and use their list of questions with the speakers.

Time was given for answering any questions participants had about the next day's guest speaker session; and, finally, the facilitator told participants that they also would be

going on field trips to the work sites represented by the various speakers.

The staff member responsible for evaluation asked participants to complete the "Post Session Reaction" form for the second day's activities and distributed the forms. Participants spent five minutes with the evaluation and then were dismissed for the day.

EVALUATION OF DAY TWO SESSIONS:

Post Session Reaction data for the second day of the institute were largely favorable. Responses to the first item on the instrument have been indicated in the table provided below:

Percentage of Participants Responding Favorably and Unfavorably to Four Aspects of the Sessions on Lifestyle

The information on the topic of lifestyles (was) (was not) already known.	Was	Was Not
	52%	48%
The information presented on the topic of lifestyles seemed to have (little) (a great deal of) future importance or value.	Little	Great Deal
	37%	63%
The information presented on the topic of lifestyles seemed (applicable) (not applicable) to an instructional situation.	Applicable	Not Applicable
	89%	11%
The activities involved in the presentations on lifestyles (were) (were not) interesting and motivating.	Were	Were Not
	75%	25%

As with the first day of the institute, more participants indicated that the information was already known to them than indicated that it was not. However, this percentage difference was much smaller for the second day than for the first. And again many more participants indicated that the information presented was of great future importance, was applicable to an instructional situation, and was interesting and motivating than indicated the opposite responses.

Items six, seven, and eight of the Post Session Reaction instrument for day two indicated positive responses also. These three items along with the mean ranks assigned them by participants are shown below:

Item	Mean Rank of Involvement on a Nine Point Scale*
During the presentation I was	5.7
During the walking trip I was	7.7
During the lesson preparation session I was	6.7

*A rank of 1 indicated least involvement and a rank of 9 indicated greatest involvement.

It should be noted that these data indicate a somewhat higher degree of involvement for participants the second day than was evidenced by their responses regarding the first day's sessions.

All other items on the Post Session Reaction instrument for day two were free response items which allowed the opportunity for short answers from participants as desired. As with day one, the responses for day two were predominantly favorable, with such comments as "Instructors' enthusiasm is great!" and "Enjoyed the brainstorming. What an efficient way to do a powerful job!"

A large number of participants indicated having been frustrated on the walking trip because of having so little time at each business site, which suggests that more time should be allocated for such a session in future institutes.

DAY THREE / SESSION ONE: Subject Relevancy

OBJECTIVE:

Participants will identify formal learning experiences and relate them to everyday work activities. (Note: This objective was a major instructional focus of the entire day's activities rather than the activities of this session alone. Therefore, since it was not accomplished solely with this session's instruction, it will be repeated with all other sessions which contributed to its accomplishment.)

SESSION DESCRIPTION:

The project director welcomed participants to their third day of the institute and told them that the day's topic would be "subject relevancy," or "how we can make our curriculum relevant to the needs of our students." She gave them an overview of the day's activities, told them that community participants would be joining them later in the day, and then introduced the facilitator for the morning's first instructional session.

The facilitator told participants that they would begin the day by viewing a Bread and Butterflies film that can offer great assistance in helping their students relate formal learning experiences to everyday work activities. She held up the teacher's guide to the Bread and Butterflies career education film series and urged that they check out a copy for their use in conjunction with the various films available. She read a paragraph from the guide as an illustration of the kind of assistance the

guide and the films offer in helping students see the relationships between school and work.

The facilitator then further introduced the film by saying that it focuses upon the relationships and similarities between the things we do in school and the things we do on various jobs.

The Bread and Butterflies film entitled "Schools and Jobs" was shown to the participants.

After the film had been viewed the facilitator briefly summarized its significance and then dismissed participants with directions for their move to the location of the next scheduled session.

DAY THREE / SESSION TWO: Career Speaker Interviews (Subject Relevancy)

OBJECTIVE:

Participants will identify formal learning experiences and relate them to everyday work activities.

SESSION DESCRIPTION:

For this session participants gathered in four separate groups in the instructional "pod." Grouping was based upon the grade levels with which the participants worked, with groups established for levels K-3, 4-6, junior high school and senior high school.

The facilitator started the session by introducing the guest speakers and then taking a few minutes to orient the guests with a review of the goals and major topics upon which the institute had focused prior to this session.

After the introductory remarks the facilitator pointed out that the major focus of this session was subject relevancy, and that the reason for focusing upon this topic was the fact that all too often our students don't see the relationship between the things we have them do in the classroom and the things they see adults doing on their jobs.

The facilitator started the question and response interaction between guests and teacher participants by having each participant in turn tell the guests who she/he was and a little about her/his school assignment. Then the facilitator stressed that everyone should feel informal in the interaction and join in to whatever extent desired.

The facilitator asked one of the three guests to explain what her job involved. The guest responded, and then the facilitator opened the discussion to everyone and encouraged the teacher participants to "take it from there."

The next thirty minutes were filled with steady interaction among guests and teacher participants with everyone being involved in the discussion. Participants used the questions they had prepared the preceeding day but went beyond them whenever guest responses suggested additional relevant topics of discussion.

Throughout the interaction, the facilitator interjected her comments only as needed to keep the discussion focused upon the topic of making the curriculum relevant to the real needs of students and helping students see the relationships between what takes place in school and the lives they will lead when they leave school.

After the guests and participants had interacted with one another for thirty minutes, the facilitator stopped them and briefly summarized the session. She stated, also, that career education specialists were beginning to consider the type of informal interaction session they had just experienced to be more beneficial to students than more formal presentations by community resource speakers. Participants indicated agreement that the informal approach would be more beneficial, especially with younger students.

Finally, the participants were given directions to follow for the field trips to the work sites represented by the guest speakers and were dismissed from this session so they could gather at the busses to start the next.

DAY THREE / SESSION THREE: Field Trips - Exploring the Work site for Student Relevancy

OBJECTIVE:

Participants will identify formal learning experiences and relate them to everyday work activities.

SESSION DESCRIPTION:

This session began with the participants' gathering at the busses for the work site exploration field trips. One staff member was assigned to lead each separate group, and each group was scheduled to visit a different work site.

As participants were seated on the busses, each staff member who was serving as a group leader distributed one observation sheet, entitled "How Do People Use Those Skills Learned in School," and one interview sheet entitled "How a Worker Uses What Was Learned in School" (see Appendix G for reproductions of both tools) to each participant. After all participants were seated on the bus she explained how they were to use and complete the two forms at the work site.

Upon arrival at their group's scheduled work site, participants were given a guided tour by the same work site representative(s) who had spoken with them in the earlier session at Powell School. The tour gave participants an expansive view of the work site while offering them, in addition, opportunities to stop, observe and interview individual workers along the way. The observation and interview instruments which had been issued to participants as they boarded the busses were completed as they stopped for these visits with individual workers.

Approximately one hour's time was allotted for the on-site tour. After it was completed participants again boarded

the busses for a return trip to Lowell School, and their arrival back at the school concluded this session of the institute.

DAY THREE / SESSION FOUR: Lesson Preparation/Action Planning Session

OBJECTIVE:

Participants will write a suggested lesson to assist students in increasing their awareness of the significant relationship between the school curriculum and specific career requirements.

SESSION DESCRIPTION:

This was another session which was planned and designed as a work session in which participants could continue writing their assigned lesson plans. When participants arrived at the instructional pod they immediately went to their grade level groups (K-3, 4-6, junior high, or senior high).

The facilitator in each group started the session by telling the members of her group that they would have the entire hour and a half session to work on their lession plans. She then spent a few minutes summarizing the major points of the day's focus upon subject relevancy and gave them directions for writing their lesson plans for accomplishing a greater awareness of curriculum and career relationships with their own students.

Since participants were already familiar with the approach they were expected to take in designing their plans, they

were prepared to work efficiently on an individual basis. The facilitator assisted as needed when specific questions or problems arose.

Participants continued working independently until the time allotted for this session had passed.

DAY THREE / SESSION FIVE: School Planning: How Does the Curriculum Today Relate to Current Living?

OBJECTIVE:

Participants will identify formal learning experiences and relate them to everyday work activities.

SESSION DESCRIPTION:

This session was conducted in the cafeteria and brought all participants (teachers, principals, students, parents, businesspersons and other community members) together again in one large group. It should be pointed out that prior to this session all non-teacher, community participants had met for an introductory session on subject relevancy which was essentially the same as that in which the teacher participants had been involved with their first session of the day.

The facilitator introduced the session by presenting an overview of the focus of the day's activities. She stated that our goal is to make what the students are learning now within the schools applicable to what they will meet in the future in the world of work.

The facilitator pointed out that the teacher participants had gone out on field trips during the morning to consider ways they could use work-site field trip experiences to help students see the relevance of what they are learning in school. She stated that the first activity of this session would be directed toward further consideration of how to make school relevant and that, specifically, they would first identify formal learning activities and then relate them to everyday work activities. A transparency entitled, "Definition of Terms" (see Appendix G) was shown as the facilitator read it aloud. The terms defined were "formal learning experiences" and "relevant."

After the two terms had been defined, the facilitator asked that "business leaders, parents, students, and principals join together to help the teachers present come up with ways to relate formal learning activities to work activities." She called all participants' attention to a large pad of paper on each table and then asked them to work in small groups with the principals serving as facilitators and recorders of the groups' ideas.

The facilitator then told participants that she would give them a question which they were to attempt to answer within their small groups. She displayed a transparency of the first question (see Appendix G) as she read it aloud. The question was, "How does the curriculum today relate to current living?" Participants were given ten minutes

to discuss the question within their groups, and then one spokesperson from each group shared her/his group's major ideas with the other participants.

The groups then followed the same approach with several other questions. The other questions, which were all shown by transparency projection (see Appendix G) and read aloud by the facilitator, were:

> How good a job are we doing now?
> How can we improve our curriculum?
> How can community resources be used to improve the curriculum?
> How can everybody work together to improve the curriculum?

Throughout the small group discussions which were focused upon answering these questions, the facilitator assisted as needed with the various groups and encouraged all involved to consider all of the questions in terms of their own schools.

After all questions had been discussed and opportunity had been provided for all small groups to share their ideas with the entire group of participants, the facilitator urged every participant to keep the ideas that had been generated during the session constantly in mind so that action could follow. Then, as a final note, she challenged every community participant to bring and involve at least one other person in the culuminating session of the institute so that as many persons as possible could become involved in effecting the desired change.

The session was concluded with the completion, by the teacher participants, of the Post Session Reaction form for the third day of the institute (see Appendix B).

EVALUATION OF DAY THREE SESSIONS:

Post Session Reaction data for the third day of the institute were even more favorable than those indicated for days one and two. Responses to the first item have been indicated in the table provided below:

Percentage of Participants Responding Favorably and Unfavorably to Four Aspects of the Sessions on Subject Relevancy

The information on the topic of subject relevancy (was) (was not) already known.	Was	Was Not
	43%	57%
The information on the topic of subject relevancy seemed to have (little) (a great deal of) future importance or value.	Little	Great Deal
	19%	81%
The information on the topic of subject relevancy seemed (applicable) (not applicable) to an instructional situation.	Applicable	Not Applicable
	93%	7%
The activities involved with the topic of subject relevancy (were) (were not) interesting and motivating.	Were	Were Not
	93%	7%

Examination of these percentages indicates more favorable than unfavorable responses for each of the four parts of

the item, and in each case the percentage of participants responding favorably is higher than for either of the first two days of the institute. It is obvious from these data that participants' enthusiasm for and interest in the institute's sessions were increasing daily during the first three days of the institute.

Items six, seven, and eight of the Post Session Reaction instrument for day three indicated an increase in participants' level of involvement over the levels they had indicated for days one and two. Mean ranks of involvement indicated by participants for these items have been indicated below.

Item	Mean Rank of Involvement on a Nine Point Scale*
During the presentation sessions I was	6.5
During the field trip I was	7.9
During the discussions I was	7.4

*A rank of 1 indicated least involvement and a rank of 9 indicated greatest involvement.

The free responses to the remaining items on the instrument were comparable to those for days one and two except for there being a greater number of non-responding participants this time. It should be noted that on this day the Post Session Reaction forms were administered the last five minutes of the day, and participants appeared to be tired

and somewhat eager to go home. Since they had been told that they could leave as soon as they completed their reaction forms, it is not at all difficult to understand why many of them may have provided only minimal responses to the form. Several participants even commented to staff members that they were just too tired to complete the forms that late in the day. Consequently, even though the original agenda had several more daily post session reactions scheduled for the end of the day, the staff decided that it was appropriate to reschedule them so that all would be administered the first thing in the morning.

DAY FOUR / SESSION ONE: All Day Work Exposure Activity

OBJECTIVES:

Participants will describe several advantages to formal observation tools and structured interviews to make observation of workers more meaningful.

Participants will describe worker tasks and environments within several career clusters.

SESSION DESCRIPTION:

The session began with all participants' gathering in one large group in the cafeteria. The facilitator distributed a folder to each participant and then told the group that the folder contained materials they would need throughout the day. She elaborated about the contents of the folder by pointing out that included within it were the name of the person to contact at the work exposure site, the address of the business, and the various observation and interview forms that they would be expected to complete at the site. The forms which were included in this folder may be examined in Appendix H.

The facilitator pointed out to participants that they should consider the observation and interview forms as potential models for instructional aids to use with their students in similar field trips. She went over the various forms with the participants and explained how they were to be used to examine the worker tasks and environments that they would be observing on their trips.

Participants were told that they were expected to spend the entire day at their specified work sites and that they would discuss their day's experiences the following morning.

Participants were dismissed to visit their work exposure sites. The remainder of this session took place at the numerous businesses involved and ended for each participant when she or he was dismissed by the contact person for the cooperating business at the end of the work day.

EVALUATION OF DAY FOUR SESSIONS:

Post session reaction data for day four were less extensive than for the earlier days since only one major activity took place during the day, i.e., the all-day work exposure field trip.

One item on the instrument asked the participants to rank their level of involvement for the all-day work exposure activity. When the ranks marked by all participants were averaged, a mean rank of 8.0 was obtained, which was the highest mean rank for any activity up to that point in the institute. The reader should be reminded that the highest possible rank they could have assigned would have been a rank of 9.0, therefore the level of involvement for the fourth day can be viewed as extremely high.

It should be noted, also, that there were fewer non-respondents on the free response items than for any of the previous days. Typical of the positive comments were the following:

> "It was extremely worthwhile to me for planning my curricula units."
>
> "This would be a tremendous resource for stimulating teenagers to continue schooling either educationally or in trade areas."
>
> "I realize now how many people are concerned and work toward a better Mesa - for love and concern, not $."

Although there were hardly any comments which could be considered negative, several participants suggested that two half day trips would have been preferable to spending an entire day at one site.

DAY FIVE / SESSION ONE: Work Exposure Sharing Time

OBJECTIVE:

Participants will describe similarities and differences of workers across career clusters.

SESSION DESCRIPTION:

Participants were divided into two groups, with one group for those involved with secondary students and the other for those involved with elementary students. Before the main activities of this session were started, the participants were given five minutes to respond to the Post Session Reaction form for the fourth day of the institute (see Appendix B).

Within each of the two larger groups for secondary and elementary, participants were divided into separate small groups for ease of discussion. The facilitator then told all groups that they were to share some of the things they experienced on their work exposure visits of the day before.

Participants were given fifteen minutes for small group sharing of their experiences, and then the facilitator stopped them for a change of activity. She then directed participants to use the large pads of paper on their tables to prepare a chart of the similarities and differences which they observed among workers at the various sites they had visited.

After fifteen minutes the facilitator again stopped the small group activity, collected their charts, and posted them on the wall around the room where all could see. Then she asked one person from each small group to share her/his group's conclusions about the similarities and differences observed with all of the other participants.

The facilitator briefly summarized this sharing session by pointing out the significance of designing experiences for students which can help them become aware of career similarities and differences such as those they had observed and identified.

Participants were dismissed for a ten minute break and the first session of the morning was concluded.

DAY FIVE / SESSION TWO: Information Session on Work Exposure Trips Available for Participants' Students

OBJECTIVE:

Participants will select two types of work exposure field trip sites which they wish their students to explore, plan the work exposure experiences, and schedule them for the month of September.

SESSION DESCRIPTION:

The participants met in one large group in the cafeteria, and the project director started the session. She explained that there were several types of financial assistance available to them for career education instructional

resources. She identifi d and elaborated upon the types of resources and the requirements regarding their use.

One of the major resources to be made available to participants was explained in detail. They were told that they could have two work exposure field trips for their students for use during the month of September. They were then given information about staff members who would assist them in scheduling the trips. Next they were told of the product format they would be expected to follow in planning and gaining approval for their field trips. Among the product requirements were the specification of a purpose, goal or objective, a pre-activity, and a post-activity (See Appendix I for copies of transparencies which were used to provide examples of these requirements); and participants were directed to design their own observation and interview forms for the trips.

The project director then introduced another staff member who explained the career seminar activity in which participants would become involved on the seventh day of the institute. She explained what speakers would be involved and the scheduling of the seminars and then asked that participants be sure to sign up for their choice sometime that day (the fifth day).

Participants were directed to move to the "team" rooms in the instructional pod for preparation of their lesson plans

for their student work exposure field trips. As soon as everyone arrived in the several team rooms, a team coordinator worked with each group to help them fill in all needed forms for the work exposure trips and begin writing up the plans. After all directions had been given and everyone knew what forms were to be completed and how they were to be completed, the participants spent the remainder of the session writing their work exposure plans.

DAY FIVE / SESSION THREE: Resources Hunt: Getting into it

OBJECTIVE:

Participants will identify several specific media resources appropriate for increasing career awareness with their own students.

SESSION DESCRIPTION:

Participants met in one large group in the cafeteria. The project director started the session by telling them that they were going to have the opportunity to look at various instructional materials relevant to career education. She told them that the instructional materials funds which were being made available to them could be used to purchase many of the materials which they would be seeing. She pointed out, also, that many of the materials were available for checkout and use without the necessity for purchasing them. Procedures were given as to whom on the staff they should contact for purchase and checkout of the resource

materials. The project director then introduced the main facilitator for the resource hunt.

The facilitator told participants that the remainder of the afternoon would be devoted to the resources hunt. She pointed out that there were tables of instructional materials arranged around the edges of the room and that they would be free to spend the first segment of the afternoon session in browsing through these displayed resources. Representatives from several commercial firms were among those having displays available. Participants were allowed thirty minutes for examination of these materials, and then the facilitator directed everyone to move to the team rooms in the instructional pod.

When participants arrived in the instructional pod they were divided into four separate groups (K-3, 4-6, junior high school, and senior high school groups) and then were shown, by the team coordinators, recently produced career education films, filmstrips and slide-tape presentations appropriate for the age level of the students with whom they were involved. Participants were directed to keep a record of the names of all films and filmstrips they liked well enough to want to use within their classrooms so that they could order them for actual use.

The session was concluded when all the resources on hand had been shown and discussed.

EVALUATION OF DAY FIVE SESSIONS:

Items five, six, and seven on the Post Session Reaction instrument for day five (see Appendix B) indicated positive responses from participants with regard to their level of involvement. Mean ranks of involvement indicated by participants on these three items have been indicated below:

Item	Mean Rank of Involvement on a Nine Point Scale*
During the experience sharing sessions I was	7.6
During the work exposure planning session I was	7.1
During the resources hunt I was	6.1

*A rank of 1 indicated least involvement and a rank of 9 indicated greatest involvement.

There was a high percentage of non-respondents to the free response items on this day's reaction form, with close to 75% of participants leaving the last item blank. Of those responding to the last item, approximately half offered highly positive remarks and the other half somewhat negative remarks. The positive remarks pointed to the excellence of the films and the experience sharing sessions; and the negative remarks indicated that there had not been enough breaks given for such a long work day and that there was more paper work than they preferred.

DAY SIX / SESSION ONE: Increasing Field Trip Effectiveness

OBJECTIVE:

Participants will specify at least three major factors that should be considered and incorporated in planning and conducting an effective field trip. (This objective was shared with the third session of the day, since both sessions were necessary for its accomplishment.)

SESSION DESCRIPTION:

The first session of the sixth day of the institute started with the distribution of the Post Session Reaction sheet for the fifth day's activities (see Appendix B). The staff member in charge of evaluation distributed the forms, allowed five minutes for this completion, and then collected them.

The session facilitator then introduced and showed a slide-tape presentation on effective use of field trips.

The staff member in charge of coordinating community resources then spoke to participants about the field trips that would be available for their students throughout the coming school year and the procedures that should be followed in planning for and scheduling these trips. Then she explained the field trip options that were available for their participation later that morning.

Next the project director spoke to the participants and directed them to notice everything related to the field trip they were about to take that morning so that they

could identify those factors which should be considered in planning and conducting an effective field trip. She pointed out that the staff members conducting the morning's trips were going to model those important factors.

Using overhead projection to write the major points on a transparency as she talked, the project director then spent several minutes in helping participants summarize the major concepts that had been considered up to that point in the institute. After the summary was completed, she told them that the next major focus of the institute would be upon the concepts of competition and cooperation, especially as they relate to the world of work. She added that these concepts would be the main ones they should consider on the field trip which they were about to take.

The project director then helped participants recall and summarize the different kinds of instructional strategies that had been modeled by staff members throughout the institute. As participants identified strategies which had been employed, the director recorded them on a transparency which was being projected for all to see.

When the instructional strategies had been listed, the project director told participants that after the day's field trip they would be able to combine information acquired from the slide-tape presentation viewed earlier and from the approaches they would see modeled in the

day's field trip and, thus, list at least three major factors that should be considered and incorporated in planning and conducting an effective field trip.

The project director then gave participants an overview of the other sessions that would be conducted throughout the day, stated the objectives of these sessions, and directed participants to move to their team rooms in the instructional pod for the second session of the day.

DAY SIX / SESSION TWO: Competition and Cooperation

OBJECTIVES:

Participants will identify three ways cooperation and competition play a part in their own occupational situations.

Participants will develop observation and interview tools which will assist students in observing and interviewing workers regarding the concepts of cooperation and competition.

SESSION DESCRIPTION:

Participants were divided into four groups (K-3, 4-6, junior high school, and senior high school) in the instructional pod.

The facilitator started the session by saying that they would spend some time in an activity that would help them look at the concepts of competition and cooperation. Participants were divided into groups of six to eight. Two members from each group then were appointed to serve as observers.

A puzzle box was placed in the center of each table and specific directions were given to all groups for working with the puzzles. After directions had been given as to the procedures to be followed in assembly of the puzzles, participants were informed that the first member of any team to be first in the room to finish her/his portion of the puzzle would receive a prize. They were told, also, that the first team to complete the entire puzzle would, as a team, receive a prize.

Participants started work, within their small groups. The observers stood by watching the process and recording their observations on an "Observer's Sheet" handout (see Appendix J) which they had been given at the start of the activity. When the first person completed an individual portion of a group puzzle, the first prize was issued (the prizes were pieces of candy); and when the first group completed a complete puzzle, they too, were given prizes.

The activity was allowed to continue until all groups had completed their puzzles, and then participants were directed to move their chairs into one large circle for discussion. In the circle discussion, observers and group members then shared the feelings and frustrations they had experienced during the puzzle activity.

Throughout the discussion the facilitator helped participants direct their attention toward the ways in which the concepts of competition and cooperation had entered into the activity. And after the concepts had been considered in relation to the puzzle activity, the facilitator guided them toward a consideration and discussion of how competition and cooperation play a part in their own occupational situations.

After the discussion about how competition and cooperation played parts in their careers, the participants were directed to return to their small groups and, within these groups, develop one observation form and one interview form to focus upon the concepts of competition and cooperation. The facilitator directed them to design the tools for effective use with their own students, and she told them that they would be able to try out or test their observation and interview tools while on the field trip later in the morning.

Participants were allowed to develop group forms, but all were advised to make their own individual copies of the group forms. After sufficient time had elapsed for all groups to complete the task, the various forms which had been generated were shared with and critiqued by the other participants.

The facilitator congratulated all participants on the quality of the forms they had developed and then distributed sample observation and interview forms (see Appendix J) which she suggested might give them additional ideas for developing other forms in the future.

Participants were told when and where to meet the busses for the day's field trips, and then were dismissed for their trips as this session was concluded.

DAY SIX / SESSION THREE: On Site Exploration of Competition and Cooperation Concepts

OBJECTIVE:

Participants will specify at least three major factors that should be considered and incorporated in planning and conducting an effective field trip. (This objective was shared with the first session of the day, since both sessions were necessary for its accomplishment.)

SESSION DESCRIPTION:

Participants gathered at the busses as they had been directed and then were taken to the field trip sites. Half of the participants visited Shamrock Dairy facilities and the other half visited Safeway Grocery Warehouse facilities. The trips, including travel time, encompassed two hours' time.

This session was concluded when participants arrived back at Powell School.

DAY SIX / SESSION FOUR: Information/Study Session on Adult/Parent Shadowing and other Career Education Programs

OBJECTIVE:

Participants will distinguish between certain education/community programs such as career exposure, career exploration and adult/parent shadowing.

SESSION DESCRIPTION:

Participants were divided into two groups for the afternoon sessions, with one group attending this information/study session first and then participating in a telelecture session, and the other group participating in the same two sessions (with slight differences for the sake of grade level relevance) in the reverse order.

The facilitator had participants gather in a circle and then she described to them several of the major career education programs which had been in operation. The first program described was that identified as Adult/Parent Shadowing. It was explained that this is a one-half to two day experience in which the student closely observes an adult in her/his work tasks. The second program was identified as a Career Exposure program involving ten hours of group or individual exposure. And the third program identified was the Career Exploration Program which was described as a 64 hour on site exploration for the student with eight hours per week over an eight week period.

The facilitator then introduced Dave Jeffries, from Powell Junior High School, and said that he had direct experience with most of the programs and would point out some of the similarities and differences among the programs. She added that though the individual programs do differ they all are aimed at giving students more experience in observing workers so that they can make career decisions as wisely as possible.

Dave Jeffries spoke to the group and described the various programs in detail. After he finished his description of the programs and the responses they had had toward them at Powell School, participants were given the opportunity to ask questions for more information.

The facilitator pointed out that one of our major tasks was to "take the blinders off our students" and help "open up their worlds," and she added that programs such as these could make such a contribution. An animated discussion followed among participants and the facilitator on ways that could be taken to, indeed, "open up the world" for our students. Other career education programs were described in detail as a part of this discussion.

The facilitator concluded the session at the time which was scheduled for this group's telelecture.

DAY SIX / SESSION FIVE: Telelecture

OBJECTIVES:

Participants will describe several advantages of using telelecture in the classroom situation.

Participants will prepare a telelecture request for use of telelecture with their own students.

SESSION DESCRIPTION:

Participants gathered in the media center in preparation for the telelecture session. The individuals to be interviewed by telelecture for each of these sessions were Mr. Carl E. Hartnack, President of Security Pacific National Bank of California, whose bank had been actively involved in many innovative career education programs, and Mr. William Murphy, Vice President, Mutual of Omaha, and President of the National Alliance of Businessmen. When each of these individuals was contacted, participants took turns in asking questions about the career programs with which they had been involved.

After the interview, participants discussed advantages of the use of telelecture in the classroom for career education experiences, and then they developed telelecture questions for use in another telelecture session scheduled for the eighth day of the institute. Additionally, they were given directions for and started upon the preparation of telelecture requests for the use of a telelecture within their own classrooms.

EVALUATION OF DAY SIX SESSIONS:

Post Session Reaction data for the sixth day of the institute were quite positive. Responses to the first item have been indicated in the table provided below:

Percentage of Participants Responding Favorably and Unfavorably to Four Aspects of the Sessions on Competition and Cooperation and Increasing Field Trip Effectiveness

The information (was) (was not) already known.	Was	Was Not
	32%	68%
The information seemed to have (little) (a great deal of) future importance or value.	Little	Great Deal
	21&	79%
The information seemed (applicable) (not applicable) to an instructional situation.	Applicable	Not Applicable
	93%	7%
The activities (were) (were not) interesting and motivating.	Were	Were Not
	87%	13%

Four items on this instrument called for the participant to rank her/his level of involvement. The mean ranks of responses to all four of these items have been indicated below.

Item	Mean Rank of Involvement on a Nine Point Scale*
During the presentation sessions I was	6.8
During the field trip I was	7.4
During the Adult/Parent Shadowing Session I was	5.9
During the telelecture session I was	7.0

*A rank of 1 indicated least involvement and a rank of 9 indicated greatest involvement.

While these mean rankings were not all as high as for several earlier sessions, all were above the mid-point of the scale and were thus, decidedly on the positive side.

Among the typical free response comments were the following:

> "I'm finding that lecture presentations at this point are putting me to sleep. I'm still loving the activities and field experiences, but just getting too tired to retain lecture - presentation material."
>
> "The day went by very quickly, which means it was all interesting to me."
>
> "This was the most motivating day I have spent so far. I'm so excited about school and applying these concepts that it's hard to think about anything else. I've been very stimulated by these sessions."

DAY SEVEN / SESSION ONE: Effective Use of Career Speakers

OBJECTIVE:

Participants will describe several ways guest speakers can be used to enhance the relevancy of the curriculum.

SESSION DESCRIPTION:

Participants gathered in the cafeteria in one large group and spent the first five minutes in completing the Post Session Reaction for the sixth day of the institute (see Appendix B).

The project director greeted the participants and told them that the focus of the day's activities would be upon effective use of career speakers and that the staff members would be attempting to model an approach which is more effective than merely having speakers talk to the students. She then turned the program over to staff member who was to be the principal facilitator for the session.

The facilitator told participants that undoubtedly there were many things they already knew of which should be done for effective use of career speakers. She then directed them to work in small groups and with the larger pads of paper on their tables to make a list of, first, the things one should do before a guest speaker comes, second, the things one should do during a guest speaker's visit, and third, the things one should do after the speaker has gone.

Fifteen minutes were allowed for participants to complete the assigned task, and then the facilitator stopped the participants and asked them to take out their copies of the "Community Resources" (see Appendix K) brochure included within their notebooks. She had them open the brochures as she held up a copy for all to see, and then she pointed out the major features of the brochure.

The brochure's suggestions about what to do before, during, and after career speaker visits were pointed out by the facilitator and compared and combined with the ideas the participants had generated in their groups earlier. The facilitator then summarized and concluded the session.

DAY SEVEN / SESSION TWO: Decision-Making and Career Planning

OBJECTIVE:

Participants will describe at least one way they can help students in their classrooms understand the relationship between decision-making and career planning.

SESSION DESCRIPTION:

The project director started the session by telling participants that it would focus upon the relationship between decision-making and career planning. She then said to the participants, "We keep saying to students that they have choices, but what are these choices?" She paused for participants to respond, then asked, "What do we go through when we make a choice?" and paused again for their responses to the question.

The project director then asked "How many of us really weigh everything when we make a decision?" and without waiting for participant responses added "How many of us just react?" She pointed out that many people tend to react without careful decision-making and that perhaps they do so because they've not been helped to learn how to go about making choices wisely. These comments served as the introduction to a film about decision-making. The film, entitled "Decisions-Decisions," was shown next. It is a Bread and Butterflies film which tells a story about a little boy who has some difficult decisions to make.

When the film ended, participants were directed to divide themselves into groups of two or three persons each. Staff members distributed a set of worksheets which were designed to accompany the film to each participant (See Appendix K). The project director gave directions for use of the worksheets and participants began the task.

After participants had worked for several minutes, the project director stopped them and summarized the significance of the use of such activities with their students. This concluded the session, and the participants were then dismissed for a brief break before the start of the next.

DAY SEVEN / SESSION THREE: Career Seminar Preparation

OBJECTIVE:

Participants will prepare a list of questions appropriate for a career seminar.

SESSION DESCRIPTION:

Participants gathered in the team rooms of the instructional pod and were given information about the career seminars scheduled for the latter half of the morning.

The facilitator told who the seminar speakers would be and summarized career education concepts which should be kept in mind during the seminars. Participants then were directed to prepare a list of questions for use in the seminars.

After the questions had been prepared participants were dismissed for a brief break which was to be followed by the actual career seminars.

DAY SEVEN / SESSION FOUR: Career Seminars

OBJECTIVE:

Participants will describe several advantages of conducting career seminars for their students.

SESSION DESCRIPTION:

Participants gathered in the team rooms of the instructional pod, with four separate groups formed (K-3, 4-6,

junior high school, and senior high school). A separate career speaker was scheduled for each group during each seminar.

In each group, the speaker was introduced and the facilitator spoke briefly to orient the guest to the goals of the institute and the participants to the background of the guest.

Participants then used their prepared questions as a framework for their interaction with the guest, but they did not hesitate to move beyond the questions as needed. Examples of the types of questions used may be examined in Appendix K.

After forty minutes had passed, the facilitator summarized the major points brought out in the first seminar and thanked the guest speaker. Career Seminar Two was then begun with a different guest, and the same procedure was followed in interacting with this guest as had been followed in the first seminar. After the completion of the second seminar, all participants gathered in one large group in the cafeteria for a wrap-up and summary discussion of the advantages of conducting career seminars. Dave Eagleburger, principal, described to the participants his approach to career seminars in a junior high school setting.

DAY SEVEN / SESSION FIVE: Career Speakers Planning Session

OBJECTIVES:

Participants will develop written plans for using career speakers in their classrooms.

Participants will prepare a map of individual field sites near their schools which can be utilized during the year.

SESSION DESCRIPTION:

Participants met in the cafeteria and had distributed to them immediately a form to follow in the writing of their plans for using career speakers during the year (See Appendix K). The facilitator briefly explained the form as she projected a copy of it by transparency, and then asked participants to complete and return it by the next day.

The facilitator told participants that their experiences with career speakers in the institute should have given them some ideas about how to use such speakers in their schools and that they would now need to identify specific uses for career speakers in their own curricula. She then stressed that the forms they completed would be considered as initial requests and that staff members would work together with them to solidify all plans after the institute.

The staff member in charge of coordinating community resource services then distributed copies of a handout entitled "Guidelines for Community Resource Activities," a

"Participating Business Questionnaire," and a "Sample Site Identification Map" (See Appendix K). Each of these was explained and participants were told that they would be expected to work in school groups to explore the business area around their school and prepare a map of the nearby businesses which could be used as community resources during the year. Participants were directed to complete one "Participating Business Questionnaire" for each business site they identified on their maps.

Questions were asked by the participants about the completion of the forms and about the Resource Site Identification trips they were about to make. After all questions had been answered participants were dismissed for completion of their site identification tasks.

EVALUATION OF DAY SEVEN SESSIONS:

Responses to the first item on the Post Session Reaction instrument for day seven (see Appendix B) have been indicated in the table provided below.

Percentage of Participants Responding Favorably and Unfavorably to Four Aspects of the Sessions on Decision-making, Career Planning and Effective Use of Career Speakers

The information (was) (was not) already known.	Was	Was Not
	43%	57%
The information seemed to have (little) (a great deal of) future importance or value.	Little	Great Deal
	19%	81%
The information seemed (applicable) (not applicable) to an instructional situation.	Applicable	Not Applicable
	88%	12%
The activities (were) (were not) interesting and motivating.	Were	Were Not
	91%	9%

As with responses to item one, reported above, data from the level of involvement rankings obtained from items six, seven and eight were also positive. The mean rank of involvement for each of the items has been indicated in the table which follows.

Item	Mean Rank of Involvement on a Nine Point Scale*
During the presentation sessions I was	7.0
During the career seminars I was	8.1
During the individual resource site identification session I was	6.6

*A rank of 1 indicated least involvement and a rank of 9 indicated greatest involvement.

The free responses to the remaining items of the instrument were comparable to those on the Post Session Reactions for the previous days of the institute. There were only four negative responses, three of which indicated resistance to the "paperwork" involved during the day, and one other which suggested that the site identification should have been scheduled in the morning rather than the heat of the afternoon. Favorable comments included the usual "very good", and "very enjoyable" as well as several responses which indicated that the participants had been warmly and courteously received by the business sites they visited.

DAY EIGHT / SESSION ONE: Explanation of Vehicle Days and Vehicle Tour

OBJECTIVE:

Participants will identify several advantages of a career vehicle tour.

SESSION DESCRIPTION:

The session began in the cafeteria, and participants devoted the first five minutes to completion of the Post Session Reaction form for the seventh day of the institute (see Appendix B).

The project director gave an overview of the activities planned for the final day of the institute and stated the instructional objectives for the day. She then told participants that she hoped each of them would become a catalyst for career education within the schools, and used this statement as a framework for encouraging them to carry a commitment to the concepts of career education with them at the end of the institute. She then introduced the facilitator for the vehicle tour.

The facilitator explained to participants exactly what vehicle days and vehicle tours are and then gave them directions as to how they should go about planning such events for their own schools. She distributed a form entitled "Vehicle Display Days" (see Appendix L), which

gave information about the things one should consider in planning and organizing a vehicle tour, and went over the form with the participants.

Next, the facilitator told participants what vehicles were available for their sample tour that morning and directed them to spend no more than ten minutes at each vehicle so everyone would have a chance to see all of them. She then directed them to spend a few minutes in making a list of questions which they would like to ask the drivers of the vehicles to give them an idea of how the drivers might respond to different types of questions their students might ask.

After participants had generated their lists of questions, they were dismissed, a few individuals at a time, for the tour. As they left the room, another staff member counted them off by tens and gave each group of ten directions as to the order in which their group was to view the vehicles.

Participants spent the next hour and ten minutes visiting the vehicles which were gathered in one parking lot at Powell School. Among the vehicles on hand were an electric company's bucket truck, a police patrol car, a dog catcher truck, a telephone installer truck, and a paramedic truck; and accompanying each vehicle were the crew members who normally worked with it.

Participants moved from one vehicle to another asking questions of the workers and receiving demonstrations of the various items of equipment.

The session was concluded after the allotted time had passed and participants moved to the next session.

DAY EIGHT / SESSION TWO: Telelecture

OBJECTIVE:

Participants will identify several factors which should be considered in planning an effective telelecture.

SESSION DESCRIPTION:

During this portion of the day participants were divided into two groups (one for those involved with high school and another for those involved with elementary students), and while one group attended the telelecture session the other attended the mini proposal session, and then both groups switched for their second session. The mini proposal and telelecture sessions were essentially the same for both groups with the only differences being in the grade level orientation.

For the telelecture, participants gathered in the media center and took turns asking the telelecture questions they had prepared in an earlier session. Three employees from the same business were interviewed (the employees were from Salt River Project for one telelecture and from Empire Machinery for the other) by the participants.

After the telelecture the facilitator led the participants in a discussion of the things they should consider in planning an effective telelecture for their own students.

DAY EIGHT / SESSION THREE: Mini-Proposal Session

OBJECTIVE:

Participants will complete a mini-proposal request form for use of $24.00 for a substitute teacher, (to be used by September 17th), instructional materials, supplies, or duplication.

SESSION DESCRIPTION:

Participants gathered in one of the team rooms in the instructional pod, and the facilitator started the session by explaining to them that this time would be devoted to helping them complete their mini-proposal requests.

Participants were guided through the forms to be completed for the mini-proposals, and then the facilitator reminded everyone of all the products that were due for the entire institute in case some participants had not yet submitted everything.

The last portion of this session was spent in completion of the "Participant Post Program Evaluation" of the entire institute (see Appendix B).

DAY EIGHT / SESSION FOUR: School Planning - Will We Do It?
Wrap up - Farewell

OBJECTIVE:

Participants will outline a plan for implementation of career education in their own schools.

SESSION DESCRIPTION:

This session involved both teacher and community participants, but the teacher participants were scheduled to return from their lunches thirty minutes before the community participants were to arrive. During this thirty minute time segment teacher participants responded to the cognitive post assessment instrument (see Appendix A).

When the community participants had all arrived and joined the teachers, the project director welcomed everyone to the final session of the institute and then gave a summary of the major activities and accomplishments of the institute.

The project director then introduced Dr. Jim Zaharis, Associate Superintendent of Mesa Schools; and Dr. Zaharis spoke briefly to the group. After Dr. Zaharis' address, Mr. Paul Bennewitz, Deputy Associate Superintendent for Career Education with the State Department of Education, addressed the group briefly. The project director then gave the floor to the facilitator for the session.

The facilitator asked for a show of hands to indicate how many participants had brought additional community members with them to the session. She then welcomed all those who were in attendance for the first time.

The facilitator then told participants that they were to spend some time in examining a school implementation program. She asked them to work together in their school groups (participants had been divided into school groups as they entered) to prepare a list of possible types of implementation, using the large pads of paper-placed upon all tables for recording their ideas.

Participants were allowed fifteen minutes to prepare their lists as the facilitator walked among the groups, assisting as needed.

The facilitator stopped the first group activity and then directed them to move one step at a time through a series of additional tasks which included listing the types of implementation which appeared most feasible in their own school, the problems that might occur in implementing the programs, and the ways these problems might be solved. With each task, participants worked in their own school groups and the facilitator assisted where needed.

After all these lists had been prepared, the facilitator asked each group to identify one type of implementation which they felt they could accomplish during this school year. Participants were given time to discuss this and decide what they would like to implement, and then each group was asked to report aloud to all participants what their group planned to do.

Participants then were asked to write up their plan and submit it to the facilitator so that she could have it typed up and returned to them as a reminder of what they agreed to do. They were given fifteen minutes to write up their school plans.

After the plans were written up and submitted, the project director thanked all participants for their involvement and encouraged them to take all they'd learned and accomplished during the institute back with them to their schools or other working situations.

The session and the institute were concluded with the community, business, parent, principal, and student participants' completion of the "Guest Participant Information and Post Program Evaluation" form (see Appendix B) and the teacher participants' completion of the "Post Session Reaction" form for the eighth day of the institute (see Appendix B).

EVALUATION OF DAY EIGHT SESSIONS:

The Post Session Reaction instrument for the final day of the institute (see Appendix B) was designed with fewer questions than the instruments used for days one through seven since participants were asked to respond to two other evaluative instruments the same day (i.e., the cognitive mastery instrument and the post institute reaction instrument).

The first two items allowed free responses from participants. By far the greatest number of favorable responses focused upon their liking for the vehicle tour, although a number of participants mentioned the interaction with parents, students and community representatives as being what they liked most. The few unfavorable responses indicated that there had been too many evaluation instruments to complete during the day and suggested that the final session could have been better organized.

Items three through six asked participants to assign a rank to their level of involvement. The mean rank for each item has been reported in the table which follows.

Item	Mean Rank of Involvement on a Nine Point Scale*
During the presentation sessions I was	6.6
During the vehicle tour I was	7.9
During the telelecture session I was	6.6
During the mini-proposal session I was	6.7

*A rank of 1 indicated least involvement and a rank of 9 indicated greatest involvement.

VIII. EVALUATION

This section of the report presents a detailed description of the information obtained from all instruments and processes used to asses the effectiveness of the institute. All evaluation data and comments have been presented in the order in which the instruments and processes were identified in Section III Evaluation Plans of this report.

PARTICIPANT PERFORMANCE ON COGNITIVE TEST ITEMS BASED UPON INSTITUTE OBJECTIVES.

As pointed out in section three of this report, two forms of the cognitive instrument were used as a means of reducing the number of questions to which each participant was asked to respond. The pretest was administered early in the morning of the first day of the institute, before instruction on the objectives of the institute had begun. The same instrument, again in two forms, was administered at the end of the institute, on the eighth day. Both forms of this instrument have been included in Appendix A.

As may be seen by examination of this instrument, each form contained six separate test items, all of which required the participant to identify and/or list the appropriate responses. Scoring of all items was accomplished by comparison of participant responses to pre-specified model answers which had been

formulated jointly by the project director and the staff member in charge of evaluation. Prior to scoring, specific point values were assigned to each item, and included with the model responses were directions as to what portion of the total possible points for a given item should be allowed for each part answered correctly.

To assure objectivity in the scoring process, diagnostic and mastery versions of the test were shuffled before being scored and the staff member responsible for the scoring was directed to cover that portion of the test which identified it as mastery or diagnostic. It was only after all scoring had been accomplished that tests were grouped into diagnostic and mastery categories for pre-post comparisons.

Overall pre to post gains have been shown in terms of average points and percentages in Table 1.

TABLE 1

OVERALL PRE TO POST GAINS IN PARTICIPANT PERFORMANCE
ON THE "SPRINGBOARDS TO LEARNING" COGNITIVE ASSESSMENT INSTRUMENT

TEST	Total Points Possible	DIAGNOSTIC (PRETEST)		MASTERY (POSTTEST)		GAIN	
		Average Score	Average % Correct	Average Score	Average % Correct	Points	Percentage
Form A	23	12.9	56.5%	18.2	78.3%	5.3	21.8%
Form B	23	12.1	52.2%	17.4	73.9%	5.3	21.8%
Forms A & B Combined	23	12.5	54.3%	17.9	77.4%	5.4	23.1%

As may be seen by examination of these data, participants' cognitive performance on both forms of the posttest was higher than their performance on the pretest; therefore it can be concluded that considerable learning did, indeed, occur as a result of the institute.

Not only was there a gain from pre to post on the overall test scores, but examination of the separate test items revealed a considerable gain from pre to post on each item. These data have been presented in Table 2.

TABLE 2

PRE TO POST GAINS IN PARTICIPANT PERFORMANCE ON THE "SPRINGBOARDS TO LEARNING" COGNITIVE ASSESSMENT TOOL BY ITEMS

ITEM	TEST FORM	Total Points Possible Per Item	DIAGNOSITC (PRETEST)		MASTERY (POSTTEST)		GAIN	
			Average Score	Average % Correct	Average Score	Average % Correct	Points	Percentage
1. List below three career development concepts important for students to know.	A &B	3	1.3	43.3%	2.8	93.3%	1.5	50.0%
2. List four different ways community resources can be used to enrich classroom learning.	A &B	4	1.4	25.0%	2.7	68.0%	1.3	44.0%
3. Describe in 2 or 3 sentences, how the concepts of career education can make the curriculum more relevant.	A &B	4	1.8	45.0%	2.8	70.0%	1.0	25.0%
4. List three reasons why people work.	A	3	2.2	73.3%	2.3	76.6%	.1	3.6%
4. List as many ways as you can in which career choice affects one's lifestyle.	B	4	2.7	67.5%	3.3	82.5%	.6	15.0%
5. Describe in two or three sentences how you define success for your self.	A &B	3	2.3	76.6%	2.7	90.0%	.4	13.4%
6. List at least one concept in the regular curriculum in each of 3 different subject areas that a retail clerk would use in accomplishing her/his job tasks.	A	6	4.5	75.0%	5.4	90.0%	.9	15.0%
6. List 5 important instructional consideration you should incorporate into your plans when using resources such as field trips, career speakers and films.	B	5	2.2	44.0%	2.8	56.0%	.6	12.0%

A close look at Table 2 reveals that a pre to post gain occurred with each item; however, the amount of gain varied considerably from item to item. It may be seen that item number one, which required the listing of three important career development concepts, evidenced the greatest single item gain, with a one and a half (1.5) point increase from pre to post which amounted to a higher percentage (50%) of gain than any other item. In contrast, however, item number four of test form A, which required participants to "list three reasons why people work," evidenced a pre to post gain of only one tenth of a point (.1) which amounted to a lower percentage (3.6%) of gain than any other item. A possible explanation for such a difference in the amount of gain between these two items probably lies within the nature of the items themselves, for it is not surprising that fewer participants would have experienced difficulty listing three reasons why people work on the pretest than would have had difficulty listing three important career development concepts. This evaluator would interpret the difference to be indicative of a test item wording which resulted in less than optimal discrimination rather than a failure of learning to occur.

As an aid to summarizing the extent to which participants' cognitive performance did, indeed, change as a result of the instruction and activities of the institute, a graphic interpretation of the pre to post cognitive gain has been presented in Figure 1.

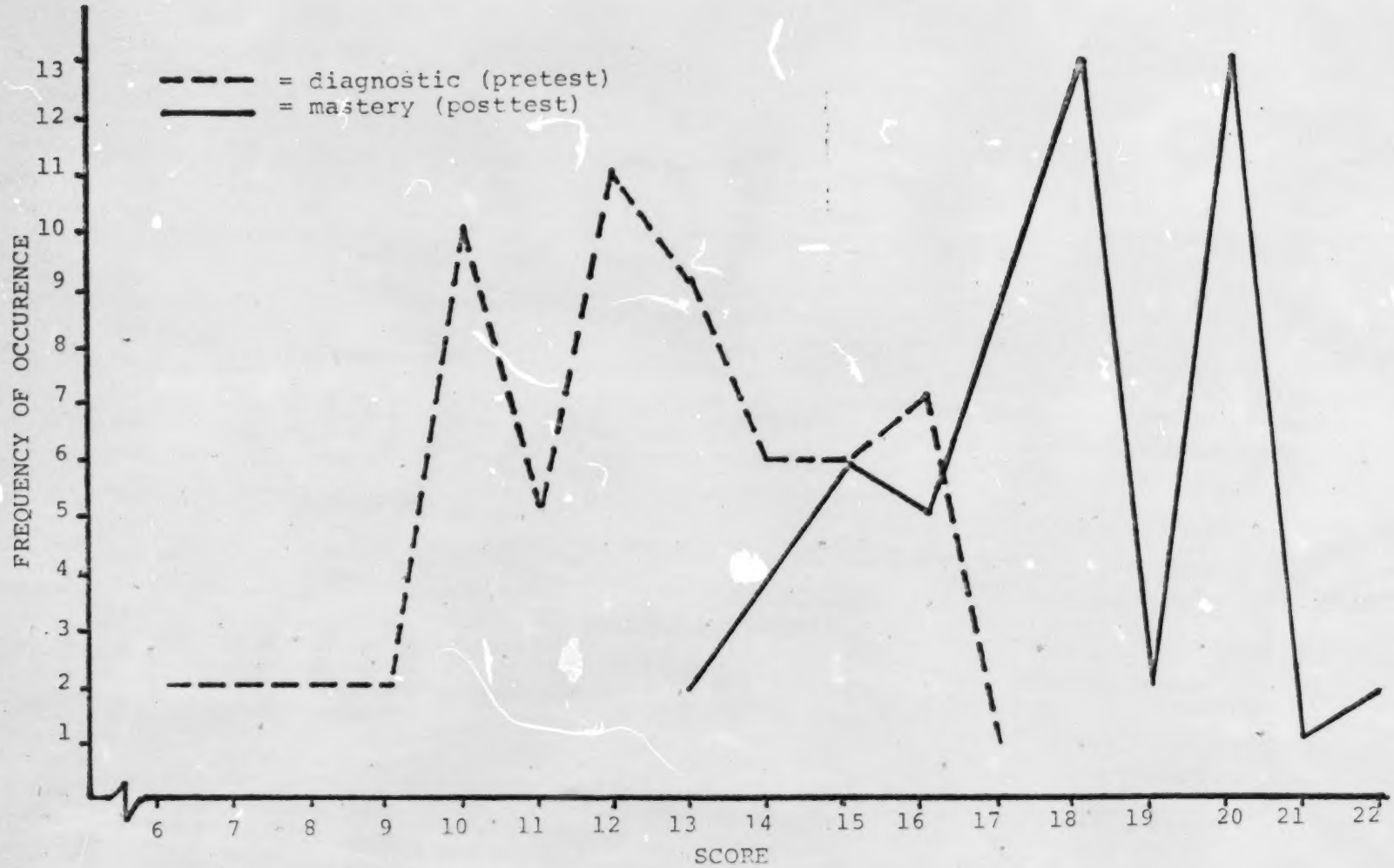

Figure 1. A Comparison of Pre and Post Cognitive Test Scores and their Frequency of Occurrence

There should be no doubt in anyone's mind, after examination of this figure, that learning occurred as a result of the instruction that took place in the "Springboards to Learning" Institute.

PARTICIPANT POST SESSION REACTIONS

As indicated earlier in this report, participant attitudes toward each day's instructional activities were obtained through the use of instruments which varied slightly from day to day to respond to variations in daily activities. Copies of the eight daily Post Session Reaction instruments have been included in Appendix B.

Since information obtained from each of the eight daily instruments was presented earlier in this report, after each day's session descriptions, a second day-by-day discussion of the findings obtained will not be presented here in order to avoid redundancy. However, some summary comparisons of the findings obtained across the entire eight-day period appear appropriate within the context of this evaluation chapter.

Figure 2 shows the average rank of participant perception of involvement in the presentation sessions throughout the eight day period. It should be noted that no average rank is shown for days four and five because there were no extensive concept presentation sessions on either of those days.

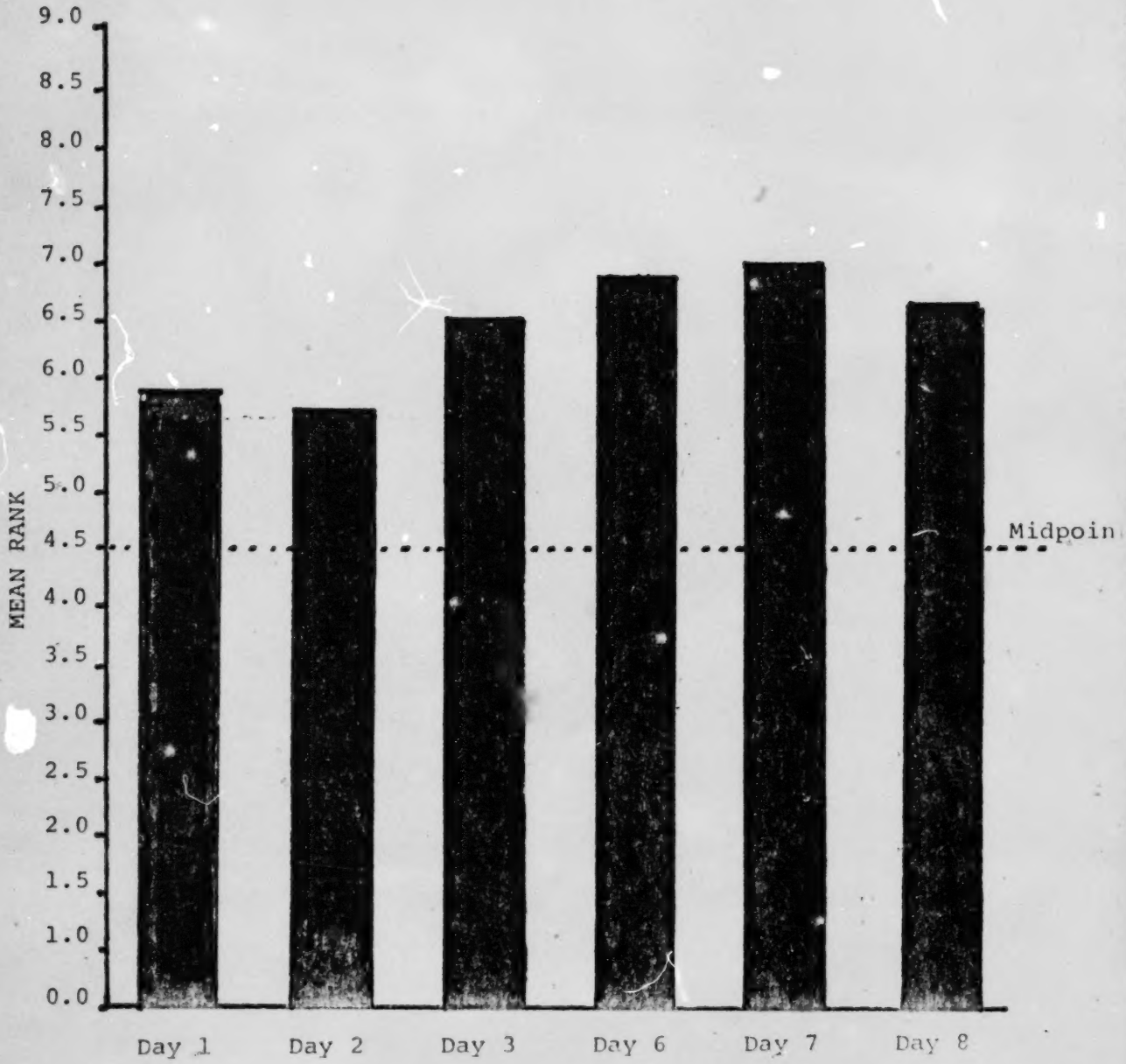

Figure 2. Average Rank of Participant Perception of Involvement in the Presentation Sessions
(The highest rank possible was 9.0)

Figure 3 shows the average rank of participant perception of involvement by types of session and by days.

Examination of Figure 3 indicates that none of the types of sessions was ranked below the midpoint of the scale, which would have been at a rank of 4.5. Obviously, then, participants felt involved to a high degree with all of the sessions. It is also apparent, however, that some sessions motivated the participants to higher levels of involvement than did others. For example, the all day work exposure of day four and the career seminars of day seven outranked all other sessions. Similarly obvious are the relatively lower ranks assigned to the presentation sessions of days one and two, the resources hunt of day five, and the adult/parent shadowing session of day six. Again, it must be kept in mind that all of these rankings are on the positive end of the nine-point scale of involvement, but information as to areas of relative strength can be of immense help in making decisions as to which areas need strengthening for future, similar institutes.

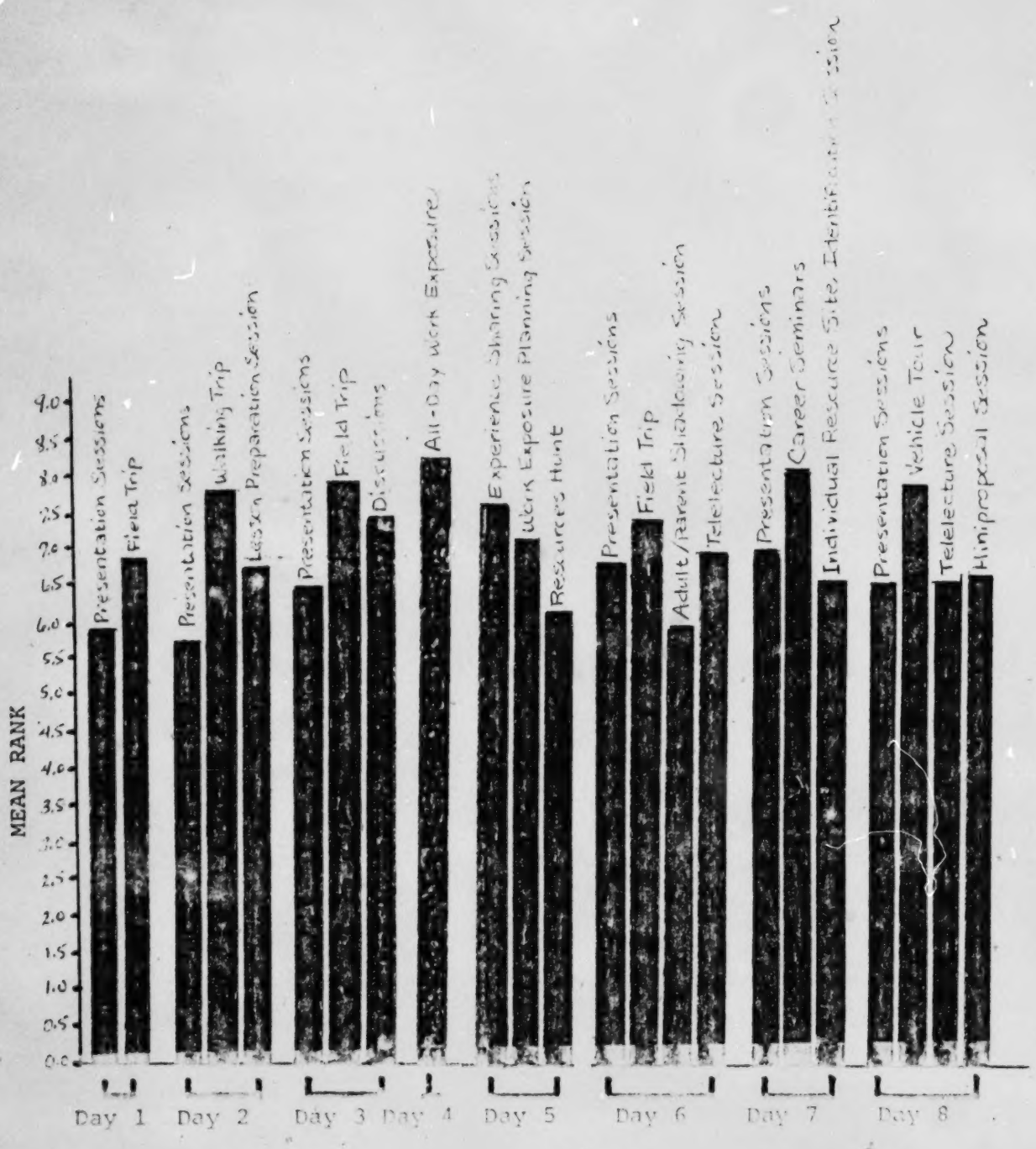

Figure 3. Average Rank of Participant Perception of Involvement by Types of Session and by Days (Highest Possible Rank was 9)

TABLE 3

PERCENTAGE OF PARTICIPANTS RESPONDING FAVORABLY AND UNFAVORABLY TO FOUR ASPECTS OF THE MAJOR PRESENTATION SESSIONS OF THE INSTITUTE*

DAY	Major Concept or Focus of the Presentations	The information was/was not already know.		The information seemed to have little/a great deal of future importance or value.		The information seemed applicable/not applicable to an instructional setting.		The activities were/were not interesting and motivating.	
		Was	Was Not	Little	A Great Deal	Applicable	Not Applicable	Were	Were Not
1	Success & Why Work	77%	23%	27%	73%	88%	12%	81%	19%
2	Lifestyle	52%	48%	37%	63%	89%	11%	75%	25%
3	Subject Relevancy	43%	57%	19%	81%	93%	7%	93%	7%
6	Competition & Cooperation & Increasing Field Trip Effectiveness	32%	68%	21%	79%	93%	7%	87%	13%
7	Decision-Making, Career Planning & Effective use of Career Speakers	43%	57%	19%	81%	88%	12%	91%	9%

*These items were not included on the Post Session Reaction forms for days 4, 5 and 8 because the presentation sessions were secondary to the activity and interaction sessions on those days.

Table 3 presents a summary of the percentage of participants responding favorably and unfavorably to four aspects of the major presentation sessions of the institute. It is interesting to note that in every case but two many more participants responded favorably than unfavorably. Since those two cases involved the concepts of success, why work, and lifestyle with the item which asked whether or not the information was already known, the less favorable responses may not really need to be considered as unfavorable. Because the concepts involved were so straightforward and popular, expecting them to represent new information to adult participants may have been a somewhat naive expectation.

Since the free response items to the daily Post Session Reaction instruments were discussed earlier in this report, those discussions will not be repeated in this section.

PARTICIPANT POST PROGRAM EVALUATION

Participant attitudes toward the entire institute were obtained on the eighth day. Two different forms of the instrument were used, with one form for the educator participants who had been involved in the entire program and a second, shorter form for the "guest" participants who had been involved in only certain phases of the institute. Each of these two instruments may be examined in Appendix B.

Since the two instruments differed considerably, their data

have been reported separately in this section, with the teacher participants' responses having been presented first.

Table 4 presents the percentage of positive, neutral, negative and no comments for each open-ended sentence on the Participant Post Program Evaluation (see Appendix B) which lent itself to such categorization of responses. Examination of this table reveals several interesting pieces of information. First, a glance down the "Positive" column readily indicates that more than half the participants made positive comments for all open-ended sentences except numbers four and six. A closer look at each of these tells us that with item four, which began with "The session on success," only 15.1% made negative comments, and with item six, which began with "The work load," only 30.1% made negative comments. Apparently then, while participants were not overwhelmingly positive in their responses toward these two items, they were even less overwhelmingly negative. This would seem to indicate that the success session was not as favorably received as some other sessions and the work load may have bordered upon being too heavy.

TABLE 4

PERCENTAGE OF POSITIVE, NEUTRAL, NEGATIVE AND NO COMMENTS ON THE SENTENCE COMPLETION PORTION OF THE PARTICIPANT POST PROGRAM EVALUATION

Open-Ended Sentences	Positive Comments	Neutral Comments	Negative Comments	No Comments
1. In general the program . . .	90.6%	3.7%	5.7%	0.0%
2. The media used . . .	85.0%	7.5%	5.7%	1.8%
4. The session on success . . .	49.1%	24.5%	15.1%	11.3%
6. The work load . . .	18.9%	49.1%	30.1%	1.9%
7. The session on lifestyle . . .	56.6%	18.9%	7.5%	17.0%
9. The advance information . . .	54.7%	1.9%	17.0%	26.4%
10. The discussions on community resource procedures.	60.4%	17.0%	11.3%	11.3%
11. The quality of instruction. . .	81.1%	11.3%	5.7%	1.9%
13. The other participants . . .	88.7%	1.9%	1.9%	7.5%
14. I learned . . .	90.6%	5.7%	0.0%	3.7%

Table 5 presents the percentage of "yes," "no" and omitted (left blank) responses to all items which invited "yes" or "no" responses on the Participant Critique portion of the Participant Post Program Evaluation instrument. The two items which received the most overwhelmingly positive responses were items ten and twnety-one. Responses to these two questions tell us that 100% of the participants considered the program to have been well-organized and felt that "the National Alliance of Businessmen is making an important contribution to education by sponsoring programs such as this one."

While the two above-mentioned items were the only ones to receive 100% positive responses from the participants, further examination of these data reveals that for all other items considerably more than half the participants' responses were favorable and positive.

It should be pointed out and emphasized that participants responded anonymously to both the daily Post Session Reaction instruments and the Participant Post Program Evaluation instruments; therefore, the high incidence of positive reactions evidenced by data obtained from both instruments must be accepted as valid and truly indicative of participants' honest evaluations of the institute.

TABLE 5

PERCENTAGE OF "YES", "NO" AND OMITTED RESPONSES TO
CERTAIN ITEMS ON THE PARTICIPANT CRITIQUE PORTION OF THE PARTICIPANT POST PROGRAM EVALUATION

ITEM	Percent of "Yes" Responses	Percent of "No" Responses	Percent Who omitted the item (left blank)
5. Was the institute too long to leave your work?	22.6%	66.1%	11.3%
6. Was the institute too short to learn the content?	13.2%	84.9%	1.9%
8. Were the discussion sessions too long to sit and listen?	11.3%	67.9%	20.8%
9. Were the sessions scheduled in appropriate sequence? - in right amount?	86.8%	5.7%	7.6%
10. In general, was the program well-organized?	100.0%	0.0%	0.0%
11. Did the content presuppose more or less than you knew?	7.5%	75.5%	17.0%
13. Did you receive sufficient advance information on the program?	77.4%	20.7%	1.9%
14. Were you adequately oriented to the program?	90.6%	5.7%	3.8%
15. Were staff members inaccessible or unapproachable?	5.7%	88.6%	5.7%
16. Did you have sufficient opportunity to interact?	92.5%	7.5%	0.0%
17. Were you disappointed in any way with the group of participants?	13.2%	84.9%	3.8%
18. If you had it to do over gain, would you volunteer for the program you have just completed?	86.8%	11.3%	1.9%
19. If it is held again, will you recommend it?	88.7%	5.6%	5.6%
20. Do you feel your understanding of career education has been enriched?	94.3%	5.7%	0.0%
21. Do you feel that the National Alliance of Businessmen is making an important contribution to education by sponsoring programs such as this one?	100.0%	0.0%	0.0%

Table 6 presents perceived participant achievement of ten major knowledge areas as indicated by responses on the Participant Post Program Evaluation. Information revealed by these data are quite dramatic. When one compares the percent of participant responses in the "before" and "after" low columns, it is apparent that while many participants felt that their level of understanding was low before the institute only one knowledge area received any low rankings after the institute. These astonishing data tell us that only 1.9% of all the participants considered their level of understanding to be low after the institute had been completed, and that 1.9% was in the area of "use of material resources."

Further dramatic conclusions can be drawn after examination of the data presented in the column headed "Percentage Difference Between High Rankings for Before and After." These differences indicate before to after institute gains of from 49.1% to 84.9% in participants' ranking of high levels of understanding. In other words, for every knowledge area considered, many more participants indicated that they had a high level of understanding after the institute than had indicated a high understanding before the institute. So it is obvious that the majority of participants felt that their understanding of all knowledge areas listed was greatly increased as a result of participation in the institute.

TABLE 6

PERCEIVED PARTICIPANT ACHIEVEMENT OF MAJOR KNOWLEDGE AREAS
AS INDICATED BY RESPONSES TO TEN ITEMS ON
THE PARTICIPANT POST PROGRAM EVALUATION *

MAJOR KNOWLEDGE AREAS	Perceived Extent Of Understanding BEFORE The Institute			Perceived Extent of Understanding AFTER The Institute			Percentage Difference Between High Rankings For Before and After
	Low	Medium	High	Low	Medium	High	
Lifestyle	13.2%	68.0%	18.8%	0.0%	11.3%	88.7%	+69.9%
Meaning of Success	11.3%	49.1%	39.6%	0.0%	11.3%	88.7%	+49.1%
Curriculum Relevancy	15.1%	62.3%	22.6%	0.0%	11.3%	88.7%	+66.1%
Competition and Cooperation	11.3%	66.0%	22.6%	0.0%	20.8%	79.2%	+56.6%
Decision-Making and Career Planning	20.7%	56.7%	22.6%	0.0%	20.8%	79.2%	+56.6%
The World of Work	18.9%	52.9%	28.2%	0.0%	5.7%	94.3%	+66.1%
Use of Telelecture	88.7%	7.5%	3.8%	0.0%	34.0%	66.0%	+62.2%
Use of Career Speakers and Field Trips	41.5%	41.5%	17.0%	0.0%	7.5%	92.5%	+75.5%
Use of Material Resources	35.8%	58.5%	5.7%	1.9%	32.1%	66.0%	+60-3%
Use of Community Resources	56.6%	37.7%	5.7%	0.0%	9.4%	90.6%	+84.9%

*Data are reported in terms of percent of participants who checked each category.

Four items on the Participant Post Program Evaluation dealt with facilities and available materials. The responses to each of these items fell in each case into several logical categories. Since the categories differ from item to item, however, they are presented separately in Tables 7 through 10.

TABLE 7

SIGNIFICANCE OF SHORTAGE OF BOOKS

ITEM NUMBER AND WORDING	% of Responses in each Category		
	None	Some	Greatly
1. To what extent did the relative unavailability of books and articles interfere with your attempt to master the content of this program.	77.4%	13.2%	9.4%

TABLE 8

SIGNIFICANCE OF REPRODUCED HANDOUTS

ITEM NUMBER AND WORDING	% of Responses in each Category		
	Not Much	Some	Greatly
2. To what extent did reproduced materials given to you by the staff improve matters?	13.2%	20.8%	66.0%

TABLE 9

FEATURES of the FACILITIES WHICH WERE CONSIDERED INADEQUATE

ITEM NUMBER AND WORDING	% of Responses in each Category				
	Lighting	Temperature	Sound Quality	No Complaints	Other
3. Which features of the meeting rooms were inadequate or not conducive to learning?	24.5%	28.3%	3.8%	39.6%	3.8%

TABLE 10

FEATURES OF THE FACILITIES WHICH WERE CONSIDERED FACILITATIVE TO LEARNING

ITEM NUMBER AND WORDING	% of Responses in each Category			
	All Were Facilitative	Adequate Work Spare	Openness and Mobility	Tables and Chairs
4. Which features (of the meeting rooms) were especially facilitative (to learning)?	9.4%	15.1%	11.3%	7.5%
	Appropriateness For Group Work	Lighting	Other	No Response
	11.3%	1.9%	7.5%	35.8%

The data presented in these four tables indicate that most participants were not bothered by the relative unavailability of books and felt that materials reproduced and handed out by the staff helped overcome any problems resulting from the unavailability of books. Also, while rather large percentages of participants indicated that the lighting and temperature were not acceptable to them, a still greater percent had no complaints about the facilities. And among those features of the facilities which were considered facilitative to learning, more participants mentioned the adequacy of the work space than any other feature.

Item 7 of the Critique Form section of the Participant Post Program Evaluation dealt with the institute schedule. Responses have been categorized and presented in Table 11.

TABLE 11

PARTICIPANT SUGGESTIONS FOR SCHEDULE CHANGES

ITEM NUMBER AND WORDING	% of Responses in each category				
	Would Not Have Changed the Scheduling	Would Have Shortened the Sessions	Would Have Increased the over-all length of time	Would Not Have Scheduled the institute so close to the start of school	Other
7. In what ways would you have changed the schedul-ing of the organized meetings?	66.0%	11.3%	9.4%	5.7%	7.5%

As can be seen by examination of Table 11, considerably more than half (66%) of the participants were satisfied with the scheduling of the insititute, and those participants who were less than satisfied were in disagreement over how the schedule could be improved.

Item 12 of the Critique Form section of the Participant Post Program Evaluation asked participants about the relevance of the institute. Responses to this item have been categorized and presented in Table 12.

TABLE 12

RELEVANCE OF SESSIONS

ITEM NUMBER AND WORDING	% of Responses in each category			
	Very Revelant	Somewhat Revevant	Not Relevant	No Response
12. To what extent were sessions relevant to what you hoped to accomplish during the program?	75.5%	13.2%	1.9%	7.5%

Examination of Table 12 data reveals that the majority (75.5%) of the participants considered the institute very relevant to what they had hoped to accomplish during the program.

The final item on the Participant Post Program Evaluation instrument asked three separate questions of the participants. The responses to the first of these questions have been presented in Table 13.

TABLE 13

PARTICIPANTS' NEGATIVE CRITICISMS OF THE INSTITUTE

ITEM NUMBER AND WORDING	% of Responses in each category				
	Nothing was wrong with it.	Too many forms/ too much paper-work.	It was too long- took too much of my time.	It was over-structured.	Other
32. What was wrong with the program?	69.8%	11.3%	3.8%	3.8%	11.3%

While there were some negative criticisms of the institute, by far the greatest percentage of participants (69.8%) indicated that they had no negative criticisms of the program. The second part of item number 32 asked participants "What was especially commendable in the program?" Responses to this question differed so widely that a logical approach to categorizing the comments did not appear feasible. Some typical examples of these reponses, however, are presented below.

> "Hope you get to use those organizing talents in some other ways for the district."

"Just a thank you."

"This program was important and provided us with practical and helpful information. I appreciate the opportunity to get trips, speakers, etc. scheduled. It's nice to have these ready to start the year."

"I was especially pleased with the fact that all the leaders were very accessible."

"I thought your planning for a variety of activities was super. Your activities were planned like I plan my school day so the children don't become bored."

"Responses and attitude of businessmen very commendable."

The third part of item number 32 asked participants how the program "could have been better?" Again, a logical categorizing of responses did not appear possible. However, the fact that 84% of participants made no response to this question could reasonably be interpreted as indication that they thought the program could not have been any better. Typical examples of those suggestions that were offered follow.

"The only thing that was unenjoyable about the institute was the closeness to the beginning of school and the heat.

"I wish the cafeteria had different lighting for better viewing of the films."

"Less paper."

"Beginning sessions needed more parents. Longer time for field trips - too hurried on the site."

As a means of summarizing the overall picture obtained from the Participant Post Program Evaluation, a second look at the first item on this instrument appears in order. A graphic illustration of the responses to this item may be examined in Figure 4.

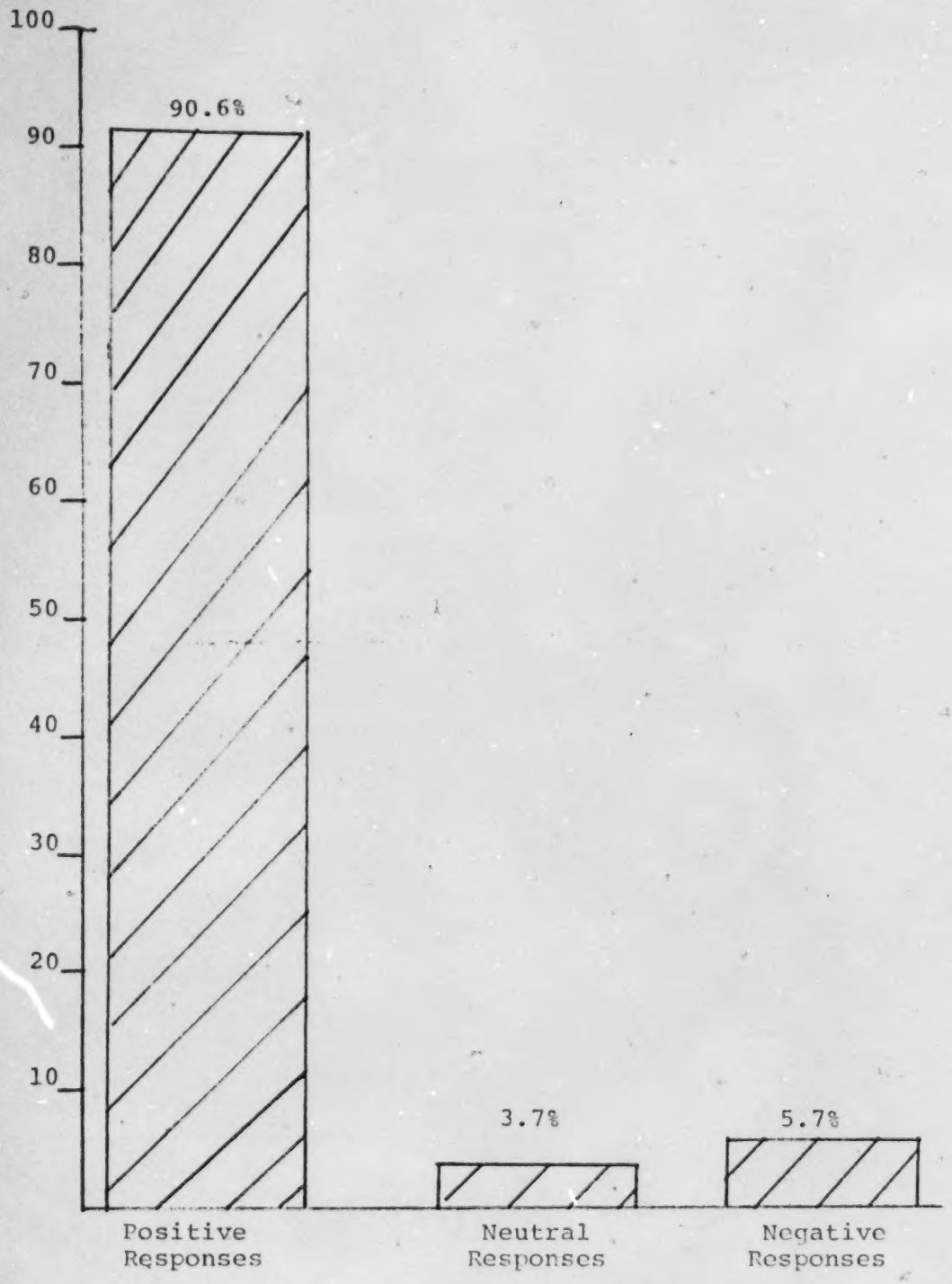

Figure 4. Percent of Participants Making Positive, Neutral and Negative Responses to Complete the Open-ended Sentence which began "In General The Program. . ."

Reactions from guest participants (i.e., business persons, parents, principals, students and other community participants who attended only certain portions of the institute) also were obtained on the eighth day, and data from this instrument (which may be examined in Appendix B) were as revealing as those obtained from the teacher participants' instrument.

The responses from only one item on this instrument could be categorized appropriately into positive, neutral and negative types. This one item, however, was quite revealing. It was an open-ended sentence identical to the first open-ended sentence presented to teacher participants for their completion. Data from responses to this item have been presented in Figure 5.

A comparison of this Figure with Figure 4, which was presented on page 125 of this report, indicates that while the vast majority of both teacher and guest participants responded positively to this item, the percentage was greater (90.6%) with the teacher participants than with the guest participants (73.3%). One might interpret this as being indicative of a need for still greater involvement of community (guest) participants in future institutes, if it is reasonable to assume that the teacher participants' longer exposure had any bearing on the greater percentage

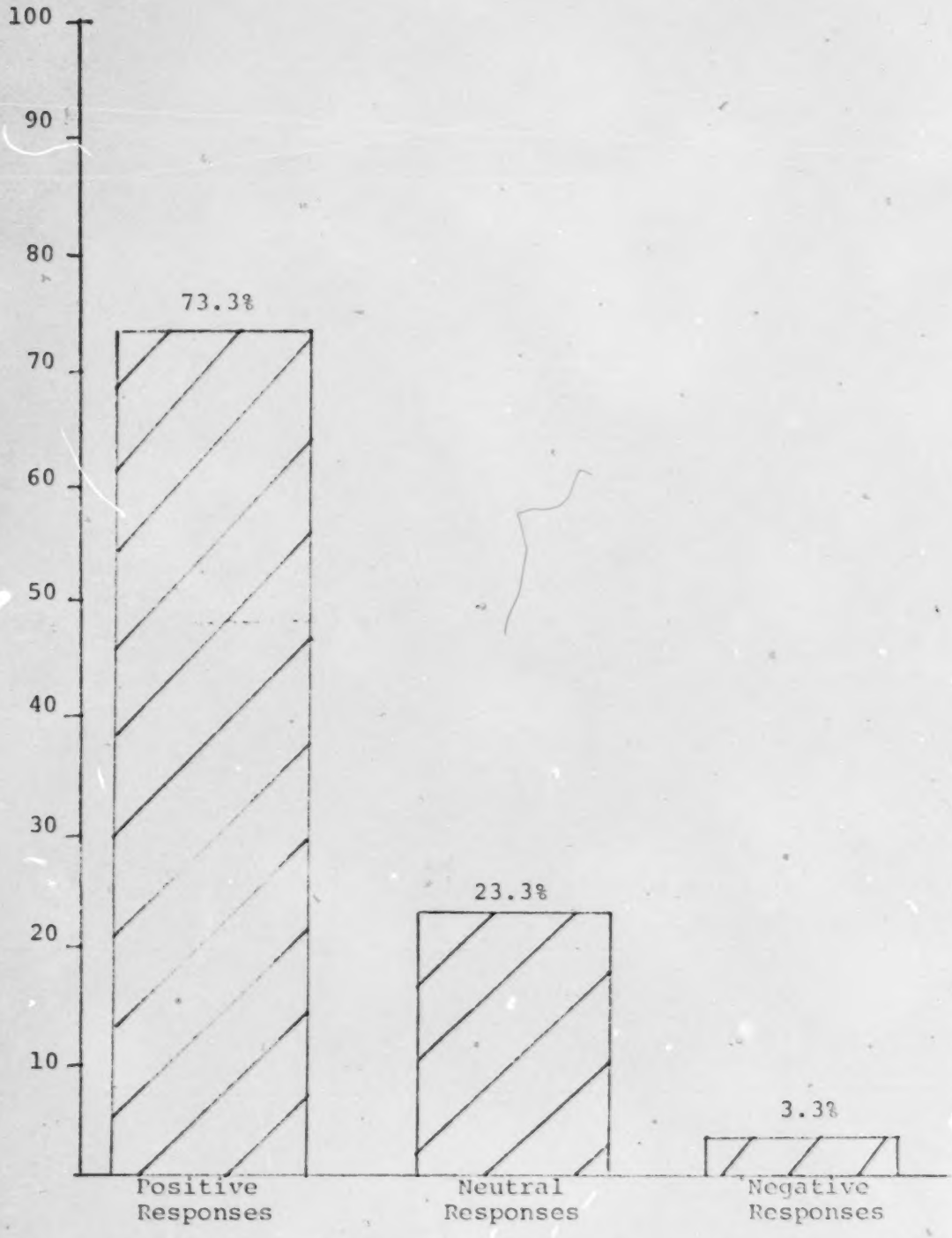

Figure 5. Percent of Guest Participants Making Positive, Neutral and Negative Responses to Complete the Open-ended Sentence Which Began "In general the Program . . ."

of positive responses for that group. Of course other factors undoubtedly were involved; and, thus, more extensive research would be required for proof of such conjecture.

Item number 2 on the Guest Participant Post Program Evaluation instrument was another open-ended sentence. The responses to this item have been categorized in Table 14.

TABLE 14

WHAT GUEST PARTICIPANTS SAID THEY LIKED MOST ABOUT THE INSTITUTE

ITEM NUMBER & WORDING	% of Responses in each Category					
	Interaction	Friendliness & enthusiasm	Content and Organization	Field Trips	Other	No Response
2. The thing I liked most . . .	63.3%	10.0%	10.0%	3.3%	6.6%	6.6%

From examination of these percentages it is obvious that for the majority of the guest participants (63.3%), interaction was what they liked most about the institute.

Item number 3 was an open-ended sentence which called for participants to specify what they liked least about the institute. Responses to this item have been summarized in Table 15.

TABLE 15

WHAT GUEST PARTICIPANTS SAID THEY LIKED LEAST ABOUT THE INSTITUTE

ITEM NUMBER AND WORDING	% of Responses in Each Category				
	Length of talks (too long)	Having to respond	Insufficient participation by business & students	Other	No Responses
3. The thing I liked least . . .	10.0%	6.6%	6.6%	10.0%	66.6%

The percentages presented in Table 15 would tend to indicate that two-thirds of the guest participants did not dislike anything about the institute.

Figure 6 presents a graphic display of the responses made to the three items contained in Part II of the Guest Participant Post Program Evaluation. It is obvious from examination of this illustration that the vast majority of Community Participants responded favorably to the institute - so favorably, in fact, that almost all of them (86.6%) indicated they would volunteer for the program again, an even greater percent of the total (96.6%) said they would recommend the program to others, and two-thirds (66.6%) said that their understanding of career education concepts had been enriched.

Part III of the instrument asked participants to assign a rank of low, medium or high to their level of understanding on two major concepts before and after participation in the institute.

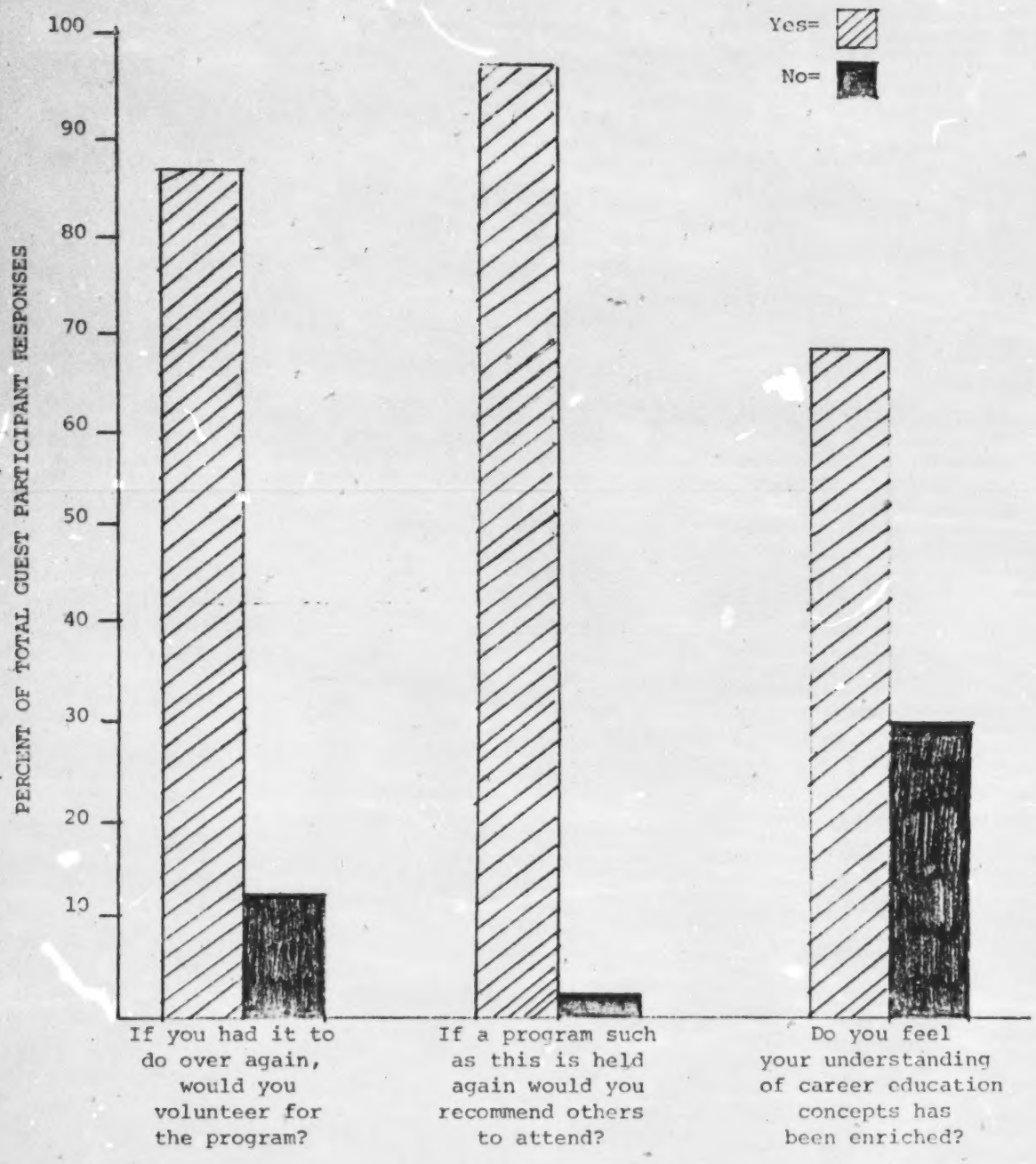

Figure 6. Total Percent of "Yes" and "No" Responses to Items 1, 2 and 3 of Part II on the Guest Participant Post Program Evaluation

Figure 7 illustrates how participants ranked their understanding of the "meaning of success," and Figure 8 shows how they ranked their understanding of curriculum relevancy. Examination of these two figures makes it obvious that a great majority of the participants felt that their understanding of the concepts of success and curriculum relevancy had improved to a high degree during the institute.

Part IV of the Guest Participant Post Program Evaluation asked three questions which merit separate consideration at this tiem. The first of these questions asked participants "What was wrong with this program?" Most participants (93.3%) made no response at all, which would tend to indicate that they considered nothing to be wrong with the program. The remaining 6.6% of participants made several types of responses. One indicated that defining "success" was a "difficult if not impossible" task. Another indicated that the large size of the group limited the effectiveness of discussion and prevented any real accomplishment. One respondant identified a feeling that much of the program seemed "irrelevant to non-educators" and stated "there was little I could contribute." This latter response was given by only one participant, however, and no others voiced similar concerns.

The second question on Part IV asked participants "What was especially commendable in this program?" Comments in response to this question were general in nature with statements such as "I feel the program is good." and "Wish I could have attended more sessions."

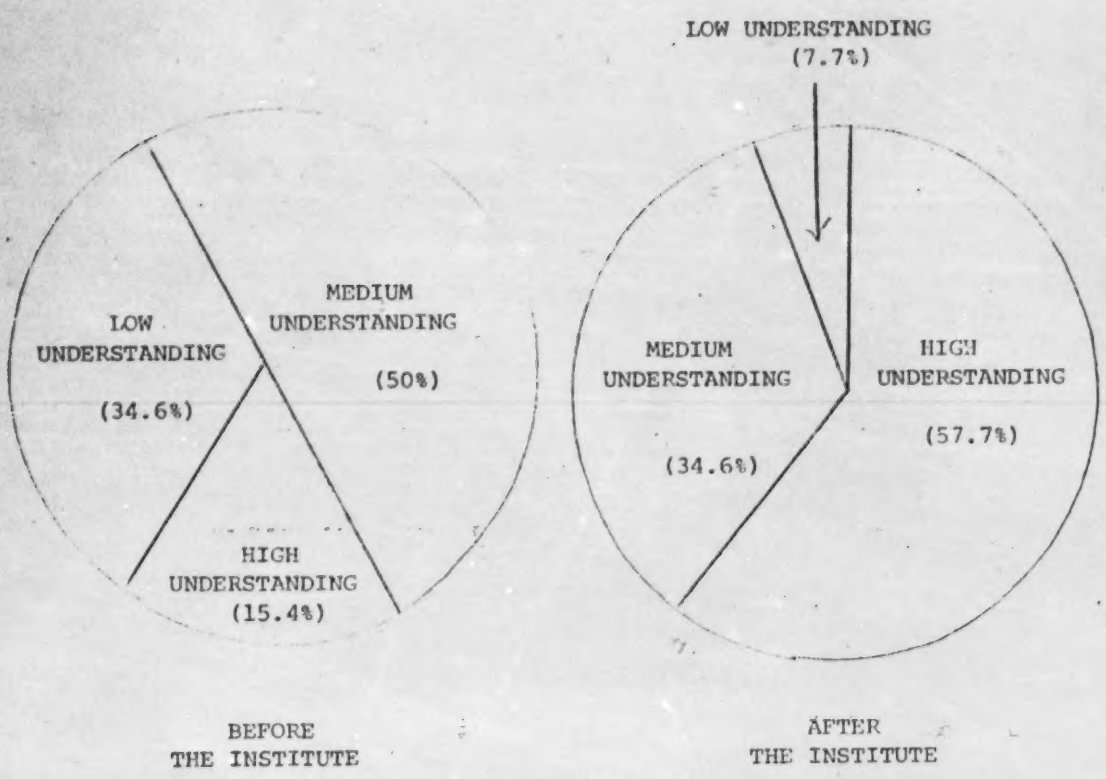

Figure 7. How Participants Ranked Their Understanding of the Concept of Success Before and After Participation in the Institute.

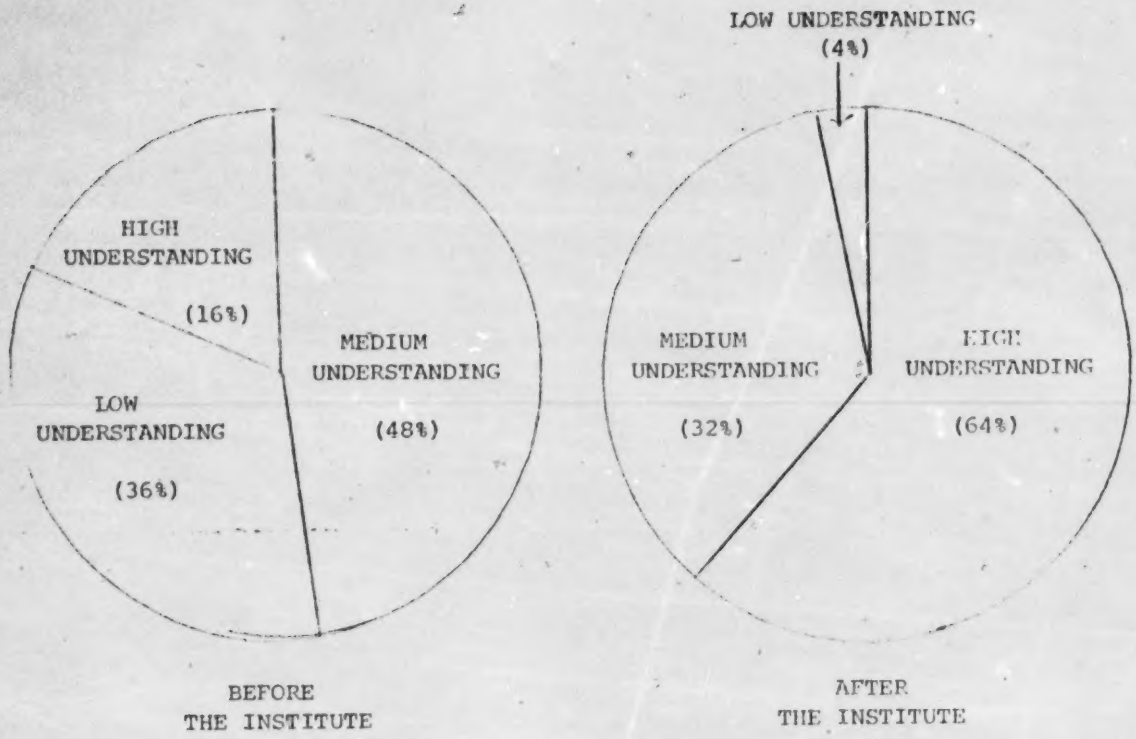

Figure 8. How Participants Ranked their Understanding of the Concept of Curriculum Relevancy Before and After Participation in the Institute.

Question three of Part IV was "How could the program have been better?" Only one participant made a suggestion on this item by commenting "Please publicize this ahead of time to allow more parents participation."

PRODUCTS

Participants were required to complete a number of products during the institute. The product requirements handout which was distributed to participants may be examined in Appendix B.

Time was scheduled for completion of all products during the institute so that participants did not need to devote extra hours to them.

All products were submitted to participants' respective team leaders for criticisms and suggestions, returned to participants for their revisions based upon the criticisms, and then resubmitted to the team leaders. Because of this thorough in-process revision, all products evidenced 100% mastery of the concepts or skills involved in the objectives they were designed to accomplish.

Since 100% of the participants completed 100% of the products at a level which represented complete mastery of the objectives, a further elaboration of the product evaluation would appear unwarranted in the context of this report. It should suffice to say that all staff were especially pleased with the obvious level of mastery on these products.

POST INSTITUTE CRITIQUE FOR STAFF MEMBERS

After the institute was completed staff members were asked to respond to a post institute questionnaire which requested their evaluation of such aspects of the institute as environmental conditions, organization, and perceived outcomes. This instrument has been included in Appendix B.

The first part of this instrument dealt with environmental conditions of the institute. Table 16 illustrates the responses made by staff members to this part of the questionnaire.

TABLE 16

STAFF RATINGS OF THE ENVIRONMENTAL CONDITIONS OF THE INSTITUTE

ENVIRONMENTAL CONDITIONS	Number of Staff Who Checked Each Response				
	Excellent	Satisfactory	Partly Satisfactory	Unsatis-factory	Do Not Know
Institute Space	1	3	3	0	0
Other Work Spaces	1	2	1	1	0
Teaching Equipment and Aids	3	3	0	0	0
Resource Materials	3	3	0	1	0

As can be seen by data in this table, teaching equipment and resource materials were rated higher than either general institute space or other work space. And it is obvious that, on the whole, staff rated the environmental conditions quite favorably. Perhaps this overall rating can be seen best through the following illustration.

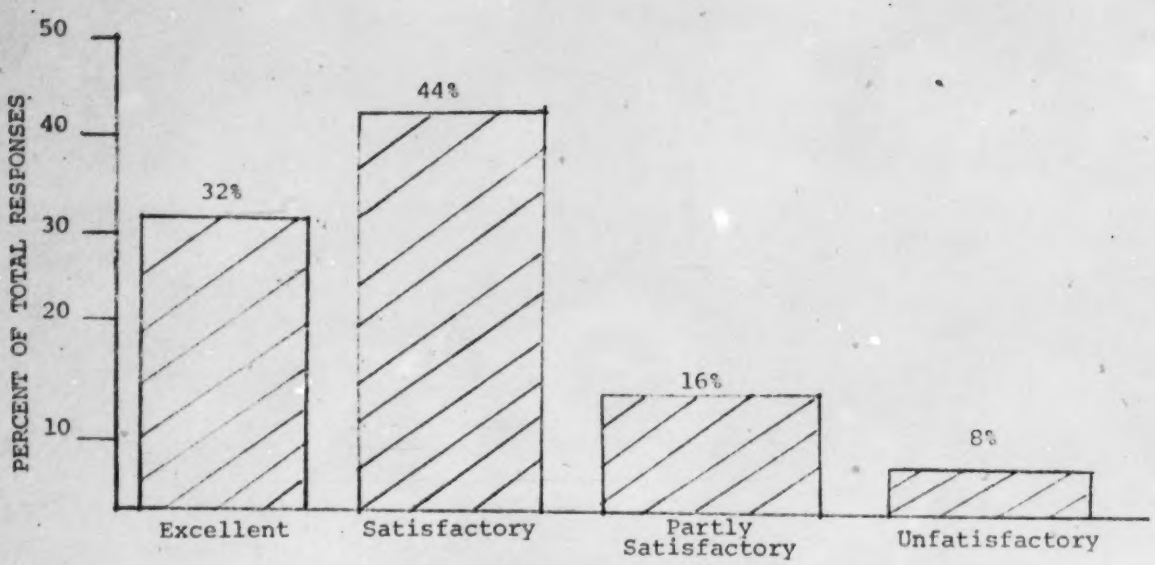

Figure 9. Staff Ratings of Environmental Conditions of the Institute

As this figure indicates, one third (32%) of the staff considered the environmental conditions to be excellent and close to half (44%) rated them as satisfactory.

The second part of the Post Institute Critique for Staff dealt with institute participants. Table 17 lists the responses to the various subcategories of this part.

TABLE 17

STAFF RATINGS OF THE INSTITUTE PARTICIPANTS

INSTITUTE PARTICIPANTS	Number of Staff who Checked each Response				
	Excellent	Satisfactory	Partly Satisfactory	Unsatis-factory	Do Not Know
Appropriateness of Educational Community Backgrounds	2	4	0	0	0
Sufficiency of Experience Prior to Institute	2	3	0	0	1
Willingness to Work	4	2	0	0	0
Intellectual Curiosity	3	3	0	0	0
Concern for Applicability of Techniques or Knowledge	3	3	0	0	0
Immediate Preparation for Institute	0	4	2	0	0

As can be seen by examination of this table, in almost all respects the participants were rated either excellent or satisfactory. No staff members checked the "unsatisfactory" column for any of the factors involved, and only one response fell within the "Do Not Know" category. With respect to this latter response, it should be pointed out that some staff members did not deal directly with the participants; and so it is logical to assume that the individual who marked this response did so for that reason.

The third part of the instrument asked staff members to evaluate the organization of the institute. These data have been presented in Table 18.

TABLE 18

STAFF RATINGS OF THE INSTITUTE'S ORGANIZATION

ORGANIZATION	Number of Staff who Checked each Response				
	Excellent	Satisfactory	Partly Satisfactory	Unsatis-factory	Do Not Know
Sufficiency of Planning	1	3	2	1	0
Smoothness of Operation	0	4	3	0	0
Adaptability to Obstacles and Feedback	3	4	0	0	0
Sensitivity to Grievances	2	5	0	0	0
Appropriateness of Time Allotted for the Institute	2	5	0	0	0
Time Spent Efficiently	4	2	1	0	0
Events Sequenced Appropriately	4	2	1	0	0
Punctuality (beginning and ending sessions on time)	3	3	1	0	0
Quantity of Discussions	2	4	1	0	0
Quality of Discussions	2	5	0	0	0
Quality of Institute Materials	2	4	1	0	0
Quality of Formal Presentations	4	3	0	0	0
Methods of Evaluation	4	2	0	1	0

Examination of these data indicates that no one checked the "Do Not Know" column on this part of the instrument and only two responses were placed in the "unsatisfactory" column. One staff member indicated an unsatisfactory rating for "sufficiency of planning" and one gave an "unsatisfactory" rating to "methods of evaluation." By far the majority of the responses fell into the "excellent" and "satisfactory" categories, however. A better understanding of this overall favorable picture might be gained by the following illustration.

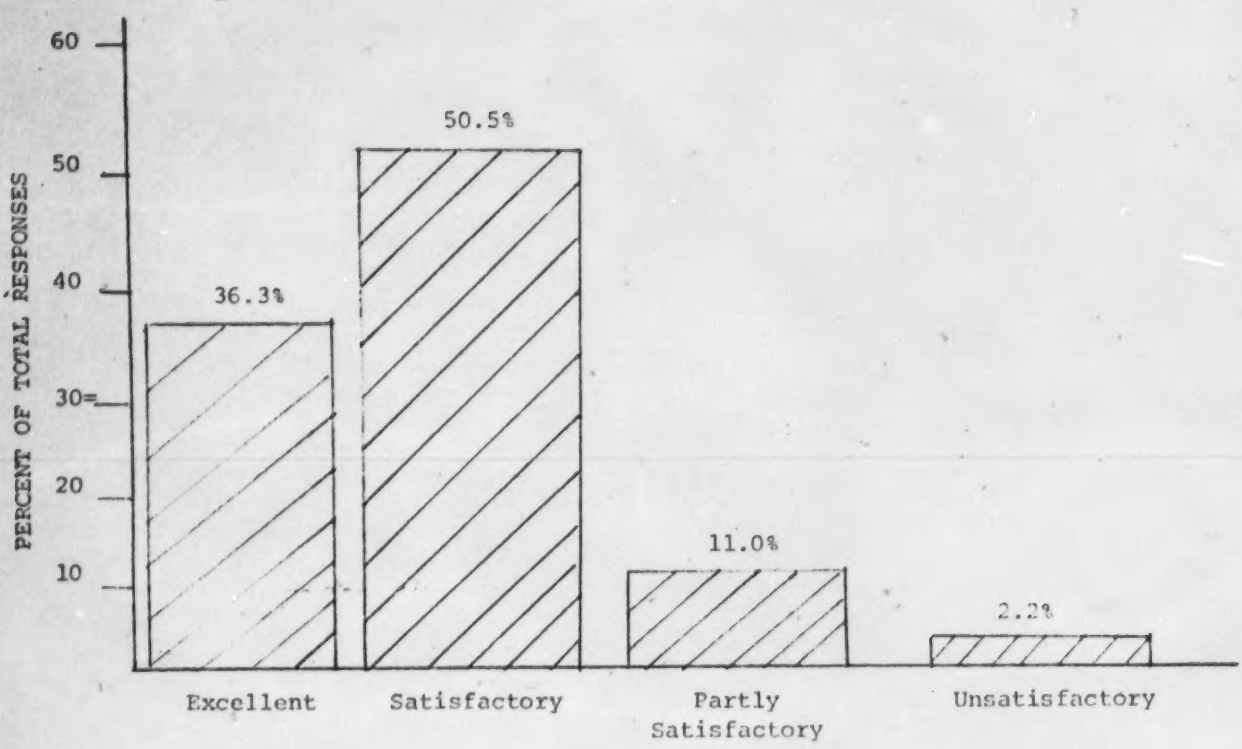

Figure 10. Staff Patings of the Organization of the Institute.

That the majority of the staff considered the organization to have been good cannot be doubted after examination of this figure; for, as it indicates, 86.8% (36.3 + 50.5) of the staff rated it satisfactory or above.

Part IV of the instrument asked staff about the outcomes of the institute. These data have been presented in Table 19, which follows.

TABLE 19

STAFF RATINGS OF THE OUTCOMES OF THE INSTITUTE

OUTCOMES	Number of Staff who Checked each Response				
	Excellent	Satisfactory	Partly Satisfactory	Unsatis-factory	Do Not Know
Coverage of Intended Content	4	3	0	0	0
Improvement in Attitude Toward Accountability by Participants	3	2	1	0	1
Increase in Participant Understanding	6	1	0	0	0

Responses indicated in this table show very positive ratings by staff as to the achievement of anticipated outcomes of the institute. All staff rated the "coverage of the intended content" as either satisfactory or excellent, and all but one staff member rated the "increase in participant understanding" as excellent. And with regard to "improvement in attitude toward accountability by participants," there were more "excellent" ratings than ratings in any other category. On the whole then, staff members appeared to consider that the anticipated outcomes of the institute had, indeed, been achieved.

All of the other items on this instrument asked the staff to comment on various free response items. A number of these merely requested further elaboration on the topics rated in the first four parts of the instrument. Several, however, asked entirely new questions and are worthy of our noting here.

Item 9, for example, asked "Were you to have the same assignment at another institute, in what major ways, if any, would you change your contribution?" Several said they would make no changes. Some of the other responses were as follows:

> "I would like smaller groups to allow for a more personal approach and more interaction. The elementary group was too large to work with in the team rooms."
>
> "I could have done more -- others seemed over-worked."
>
> "more organized"
>
> "Much more time is needed for planning and organizing before the institute."

Item 10 asked staff if they felt they "were adequately prepared for" their responsibilities -- and they were asked to specify what could have prepared them better. Three staff members responded with "yes." Others commented as indicated below:

> "I did not feel totally prepared -- only because I'd not been through the experience. Now I'm ready and I could do a better job."
>
> "No -- more organization ahead of time."
>
> "No -- more specifically defined -- not so many last minute changes."
>
> "No -- I had not been involved in any of the planning and thus had to do my duties somewhat blindly."

According to these responses, then, several staff members would have been more comfortable with a greater amount of preparation and planning in advance of the institute."

Item 11 asked the staff "Were the objectives you set for yourself during the institute attained?" Several responded with simple "yes" answers, and one with a "no." One commented as follows:

> "Yes -- My objectives, though, were not totally clear in my mind due to lack of the 'big picture.'"

Item 12 asked, "In what ways, if any, did you as a staff member benefit personally as a result of your participation in this institute?" The responses were as follows:

> "In the interaction with participants (their enthusiasm and interest) and in the obvious teamwork of staff. I always feel experience in presenting material is beneficial in what you will do in the future."
>
> "Saw great methods for organizing, increased appreciation for accountability, gained greater understanding of some of the career education concepts I've been using for years."
>
> "personal reward of interaction"
>
> "I always benefit from the increased understanding the participants receive."
>
> "gained better knowledge of Community Resources Services"
>
> "better acquainted with career education, staff, and district"
>
> "I feel that I know more about what things one should consider in organizing such an institute."

The final item invited the staff to "comment on needed changes for future institutes, organization and scheduling problems encountered, and miscellaneous overall impressions." The comments made have been quoted below:

> "Although I had many frustrations concerning my tasks,

I'm hoping I can be involved again next year, because I know I could improve greatly on the results of my responsibilities."

"I feel materials could be more organized, and eliminate most of the last minute demands for materials."

"Too much paperwork -- Needed to vary this method for promoting integration of career education concepts."

"Would suggest giving participants a choice on concepts on which to base lesson plans."

"A tremendous undertaking -- well planned -- I really feel the participants got their money's worth!"

"I would like to see more community, business firms and individuals involved next year."

On the whole then, staff members appeared enthusiastic and positive in their evaluations of the institute and yet, simultaneously, open in their constructive criticism regarding ways the institute might be improved in the future.

DAILY OBSERVER LOG

One staff member (the one responsible for evaluation) was given the responsibility of serving as an observer to keep a log, or record, of all activities as well as all questions and suggestions which arose with regard to how the institute might be improved. The Daily Observer Log, which was used for this purpose, has been included in Appendix B.

Several in-process changes occurred as a direct result of this observer's recording of such questions and concerns. For example, participant feedback directly to the observer led to the changing of the scheduled times for administering the daily Post Session Reactions after a number of participants spoke

with the observer and told her that they felt too tired to respond adequately when these instruments were administered the last five minutes of the day. Consequently, the schedule was changed and the remaining daily Post Session Reactions were administered first thing in the morning (with the exception of the instrument for day 8 which could not be handled in such a way since participants would not have been returning the following morning).

This in-process log was particularly helpful, too, in providing an easily accessible means of taking note of ideas for improvement as they occurred to staff members. Throughout the institute the staff frequently visited with the observer for the purpose of advising her of such suggestions. Typical of the suggestions which were made are the following:

> "We need to note that plenty of scratch paper should always be on hand for the lesson-preparation sessions."
>
> "We should have blank transparencies on hand at all times."
>
> "More time was needed to visit with the workers on the field trip."
>
> "Need a better first question for participant responses during the curriculum relevancy presentation session."

The observer log has served as a major tool for reporting the events which occurred during this institute; and it will, undoubtedly, receive further use in making any suggested revisions for future institutes.

STAFF DEBRIEFING SESSIONS

After the participants left each day, staff members met to discuss and critique the effectiveness of the day's sessions. The staff member responsible for evaluation kept a record of these sessions. Among the major changes suggested were the following:

- Participants should introduce themselves the very first thing in the "icebreaker" session of the day.
- The community participants should be brought in earlier on day one.
- Handouts should be color or number coded to avoid confusion.
- Student participants should be allowed to remain with their own school group.
- Panelists should receive questions several days in advance - as a courtesy.
- Reduce the number of lessons participants are required to write.
- Participants need more preparation in the use of the observation and interview forms.
- Avoid inviting two speakers from the same site in future institutes.
- Don't assign specific questions to specific participants for futute career speaker sessions.
- Make sure future field trips have ample time for follow-up discussions.
- Regroup participants more often, instead of keeping them in the same groups over a long period of time.

As a means of final summary for the evaluation of this institute,

a check should be made of whether or not all of the specified objectives of the institute were, indeed, accomplished. For that purpose Table 20 has been provided.

Table 20

ACCOMPLISHMENT OF INSTITUTE OBJECTIVES - CHECKLIST

OBJECTIVES	Was It Accomplished? YES	Was It Accomplished? NO	What evidence do we have of its accomplishment?
1. Participants will describe their expectations regarding the training program.	X		Written description from participants.
2. Participants will list several internal and external factors which could influence one's career choice.	X		In-process lists prepared by participants.
3. Participants will identify several reasons why people work.	X		Cognitive post assessment instrument.
4. Participants will distinguish between personal satisfaction and dissatisfaction resulting from work.	X		In-process lists prepared by participants.
5. Participants will describe several ways community resources can be utilized by the schools to increase the relevancy of the curriculum.	X		Cognitive post assessment instrument.
6. Participants will demonstrate an increased understanding of the fact that success can be achieved in many different ways and an increased understanding of their own, personal interpretation of success.	X		Cognitive post assessment instrument.
7. Participants will describe several ways the concept of success can be handled in the classroom.	X		In-process lists prepared by participants.
8. Participants will complete an on-site interview with one or more workers to ascertain why they work, what makes them feel successful, what their tasks are, and the satisfiers and dissatisfiers of their jobs.	X		In-process completion of observation & interview forms.
9. Participants will develop two lesson plans which teach the concepts of "success" and "the value of work" that are appropriate for use in their own classrooms.	X		Lesson-plan products.

Table 20 (Continued)

OBJECTIVES	Was It Accomplished? YES	NO	What evidence do we have of its accomplishment?
10. Participants will describe personal, social, and economic aspects of their own lifestyles and how these affect their occupations and vice-versa, if they do.	X		Cognitive post assessment instrument.
11. Participants will state why it is important for students to look at lifestyles while making tentative career choices and identify ways this idea can be delivered to students.	X		In-process identification by participants.
12. Participants will describe several advantages to formal observation tools and structured interviews to make observations of workers more meaningful.	X		In-process description by participants.
13. Participants will list common factors of success and lifestyle of those careers observed.	X		In-process completion of observation & interview forms.
14. Participants will write a suggested lesson to assist students in increasing their awareness of the significant relationship between career and lifestyle.	X		Lesson-plan products.
15. Participants will develop a group list of questions for guest speakers.	X		In-process group lists.
16. Participants will identify formal learning experiences and relate them to everyday work activities.	X		In-process identification & listing.
17. Participants will write a suggested lesson to assist students in increasing their awareness of the significant relationship between the school curriculum and specific career requirements.	X		Lesson-plan products.

Table 20 (Continued)

OBJECTIVES	Was It Accomplished? YES	NO	What evidence do we have of its accomplishment?
18. Participants will describe workers tasks and environments within several career clusters.	X		In-process observation and interview forms.
19. Participants will describe similarities and differences of workers across career clusters.	X		In-process observation and interview forms.
20. Participants will select two types of work exposure field trip sites which they wish their students to explore, plan the work exposure experiences and schedule them for the month of September.	X		Work Exposure Plan (submitted product).
21. Participants will identify several specific media resources appropriate for increasing career awareness with their own students.	X		In-process identification.
22. Participants will specify at least three major factors that should be considered and incorporated in planning and conducting an effective field trip.	X		In-process listing & cognitive post assessment instrument.
23. Participants will identify three ways cooperation and competition play a part in their own occupational situations.	X		In-process identification.
24. Participants will develop observation and interview tools which will assist students in observing and interviewing workers regarding the concepts of cooperation and competition.	X		In-process tool development.
25. Participants will write two lesson plans for teaching the concepts of competition and cooperation and interdependence of workers to their students.	X		Lesson-plan product.

Table 20 (Continued)

OBJECTIVES	Was It Accomplished? YES	Was It Accomplished? NO	What evidence do we have of its accomplishment?
26. Participants will distinguish between certain education/community programs such as career exposure, career exploration and adult/parent shadowing.	X		In-process identification.
27. Participants will describe several advantages of using telelecture in the classroom situation.	X		In-process description.
28. Participants will prepare a telelecture request for use of telelecture with their own students.	X		Telelecture request product.
29. Participants will describe several ways guest speakers can be used to enhance the relevancy of the curriculum.	X		In-process descriptions.
30. Participants will describe at least one way they can help students in their classrooms understand the relationship between decision-making and career planning.	X		In-process descriptions.
31. Participants will prepare a list of questions appropriate for a career seminar.	X		In-process list development.
32. Participants will describe several advantages of conducting career seminars for their students.	X		In-process description.
33. Participants will develop written plans for using career speakers in their classrooms.	X		Career-speaker plan & request form (product).
34. Participants will prepare a map of individual field sites near their schools which can be utilized during the year.	X		Site identification map (product).
35. Participants will identify several advantages of a career vehicle tour.	X		In-process identification.

Table 20 (Continued)

OBJECTIVES	Was It Accomplished? YES	NO	What evidence do we have of its accomplishment?
36. Participants will identify several factors which should be considered in planning an effective telelecture.	X		Cognitive post assessment instrument.
37. Participants will complete a miniproposal request form for use of $24.00 for a substitute (to be used by September 17th), instructional materials, supplies or duplication.	X		Miniproposal request product.
38. Participants will outline a plan for implementation of career education in their own schools.	X		In-process outline submitted for typing.

In final summary, then, it is hoped that examination of all the data which have been presented in this report will leave no doubt in the reader's mind that this "Springboards to Learning" Career Institute made a very real and significant difference in the lives of all the individuals who were involved in it, and that these individuals, in turn, now have the potential to make a real and significant difference in increasing the career awareness of all the students with whom they come in contact in the future.